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# ••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## Objectives of Secretarial Training in the Private Business School

A paper read at the National Conference on Secretarial Training held at  
Boston, Massachusetts, October 26, by the U. S. Bureau of  
Education of the Department of the Interior

By Harry Loeb Jacobs

President, Bryant & Stratton College for Business Training, Providence, Rhode Island, and  
Chairman of the Morning Session

**B**EFORE there can be any real discussion of this subject it seems to me that we must define what is meant by the term "secretary." In reading an article on "Selling in the New York Manner," which appeared in "Printer's Ink," October 18, I ran across the following statement:

Again there is a lack of the old-fashioned stenographers, but the want-ad columns show plenty of "private secretaries" looking for jobs.

This is clearly a dig at the popular and almost universal use of the word

"secretary" instead of "stenographer," and it is an indication of the reaction that naturally has followed the rather loose use of the term "secretary." It also suggests the necessity for a more accurate use of the term, in justice to the schools that are really giving a secretarial course, and to the product of these schools.

This, I am afraid, however, is idealistic. The term "secretary" makes a very strong appeal, and so long as human nature is as it is, the

use of the term will probably continue.

Where the line of demarkation is between stenographic and secretarial work is very difficult

**What Is Secretarial Work?** to define with any precision. Nearly

all stenographic work embraces *some* secretarial work. The outstanding fact is that in the secretarial field, as in every other department of business, there are gradations from the high-grade stenographer with some secretarial duties up to the confidential and personal assistant with practically an executive rank. The span between the lowest and highest secretarial status can be materially shortened by professional training beyond that termed essential to high-grade stenographic work. In brief, it may be said that the private secretary to a business executive is a confidential assistant who cares for all the details of his work, stands as a buffer between him and those who would deprive him of his time and the opportunity for constructive thinking, and generally assists him with the handling of important matters under consideration. As soon as the stenographer steps out of the technical field of shorthand work by taking on additional tasks that are better performed by him—tasks which involve initiative and decision as well as technical ability in performance—he emerges from the stenographic into the secretarial class. Unfortunately when the word "secretary" superseded the word "stenographer," many schools merely adopted the new term without enriching the course of training to make the term really applicable.

There has been a change in the name without a change in the content or purpose of the course. Neverthe-

less, I think that the better business schools have a very clear idea of the distinction, not only in the terms but in the type of training essential to success in either field. In the schools that honestly differentiate what is connoted by the two terms, the secretarial course practically begins where the stenographic course ends, although in the former much of the preparation for the secretarial work has already been done.

My own conception of the two types of work is that there is just as much difference

**Different from Stenographic Work** between stenographic and real secretarial training as there is between

bookkeeping and accountancy training. The secretary must know and have all the skill that first-class stenographers know and have, and plus this he must know almost as much as the "boss" knows about *everything*, and considerably more about some things. In actual experience a secretary's knowledge must extend over such a wide range that it would not be profitable to discuss the question here. It involves education from the grammar school on up. Most of this knowledge is the result of experience—experience in many activities, with highly specialized knowledge of others.

In the few moments at my disposal I shall discuss some of the objectives which seem to me to be basic, and I intend to discuss them from the viewpoint of what is teachable.

There are certain **Objective 1—** subjects necessary **The Tools of** in the secretary's **the Profession** training—and in the first-class stenographer's training—that are basic. They

furnish the tools of his profession. They are shorthand, typewriting, and the English language. Formerly, secretaries were not required to perform stenographic work. To-day expert ability in this direction is essential, and the more capable the secretary is as a shorthand writer, the more his services are in demand and the better are his opportunities for the service that means advancement. I know of numerous instances where superior shorthand ability has been the deciding factor in securing a really big secretarial position. Since expert shorthand ability is recognized as foundational in secretarial work, one of the objectives of the training should be to give the student the greatest possible degree of skill in this subject. Typewriting is hardly less

important, for typewriting is the medium through which the skilled shorthand writer ultimately shows his ability.

The shorthand writer deals with the English language continually. It is his stock in trade; he must know it as he knows his shorthand; every detail of it, from the mechanics of it—punctuation, spelling, capitalization—on up to and including literary appreciation. He must be able to write it. His judgment of language values must be practically faultless.

Now, all these fundamentals are teachable subjects, as we know from

experience, and are legitimate objectives. They have formed the basis of stenographic classes from the beginnings of commercial education teaching. For purely stenographic work they form as complete an equipment, technically, as we can expect. But

they are only the beginnings.

The development of a high degree of skill

**Objective 2—** in the Laboratory basic Practice sub-jects

is a primary essential to laying a foundation for secretarial practice. These tools must be used over and over again, *practically*, in laboratory work, until the technique of their use is *automatic*. This means a period of seasoning in which the student puts into practice repeatedly the theory of both

shorthand and typewriting that he has learned in the earlier stages of his work. He must be able to write shorthand very rapidly and transcribe it with accuracy. He must have developed such ability in reading his shorthand accurately that he is able to use to the fullest extent whatever typing skill he has. He must be able to make immediate decisions regarding English. In other words, during this period the student must be made a first-class stenographer; then he is ready for a super-structure of secretarial work. The secretary deals



HARRY LOEB JACOBS  
President, Bryant and Stratton College  
Providence, Rhode Island

with situations; his tools are only adjuncts.

The third objective in the secretarial course is to give the student a background and the materials for secretarial problems that will develop technical ability. The

**Objective 3—  
Secretarial  
Background**

required subjects in our course are: Elementary Bookkeeping, Intermediate Bookkeeping, Secretarial Bookkeeping, Business Arithmetic, Rapid Calculation, Advanced Business Mathematics, Business Writing, Commercial Lettering, Commercial Law, Advanced Commercial Law, Shorthand Theory, Shorthand Dictation, Secretarial Shorthand Practice, Elementary Typewriting, Advanced Typewriting, Transcription, Special Secretarial Typewriting, Business English, Spelling and Word-study, Business Correspondence and Composition, Office Practice and Machines, Actual Office Experience, Office Management, Business Organization, Business Ethics and Decorum, Secretarial Technique, Economics, Commerce and Industry (elective).

As a textbook on secretarial technique, we are using SoRelle and Gregg's "Secretarial Studies," "Laboratory Problems," and "Secretarial Dictation." We have found these books indispensable — particularly strong in outlining an effective course in secretarial technique, and in furnishing problems that develop secretarial power. Bookkeeping, business arithmetic, business writing, business correspondence and composition, economics, etc., are handled wherever possible in the regular classes in these subjects.

The main objectives in this work are two-fold. In the first place, the purpose is to acquaint the student with the

technical or tool subjects of his course, and to back up this instruction with a sufficient amount of laboratory work to secure accuracy and rapidity; second, to give a background for the solution of similar problems that will be encountered when he enters business life. It is realized that every secretarial position is somewhat different from other secretarial positions. The nature of the work that a secretary will do is controlled entirely by the kind of organization he finds himself in and the kind of man he serves. These positions are just as varied as personalities.

Nevertheless, leaving out the purely technical phases, the mechanics of business are pretty much the same—banking is the same for all industries that use the bank; transportation is the same; business forms the same; the business structure the same; business procedure the same; and so on. Since the student does not know and we do not know what kind of a position he will undertake, it is necessary as an objective in the secretarial course to include subjects that are of practically universal application. The fact that the student enters the business school with a very limited business experience, or none at all, must also be taken into consideration.

As examples of the kind of accurate information the secretary must

possess, I might mention: the technique of telephoning, business papers that relate to the records of a business; bills, invoices, statements, forms of remittance; transportation of both goods and products; banking as it relates to the secretary's contact with it; office appliances; business and

**What the  
Secretary Is  
Expected to  
Know**

legal papers; alphabetizing and filing; business literature; the business library; reference books and sources of information; business graphs; postal information. The foregoing subjects are necessarily informational, but if they are handled in an educational way they develop power along with information. The fact should not be overlooked that both secretarial and stenographic service involves much of the clerical.

Other subjects that are given attention are: attractive forms of business letters; handling dictation effectively; organizing transcription; effective handling of correspondence; receiving and giving instructions; directing the work of stenographers; editing dictated matter; briefing; interviewing callers; organizing memoranda; office organization; business organization.

Problems revolving around all these activities have been drawn from actual experience and presented for solution by the secretarial student. The student may not encounter the same problem in his experience; but the working out of these problems develops the judgment and the secretarial technique that carries over into any work he may later encounter. The whole objective of secretarial training is not to stuff the student with a mass of detached information, but to tie up whatever information he receives with actual problems that call for an effort to find the solution. In other words, the secretarial course is shaped to give the technical training necessary for success and at the same time to develop the power to find the answer to new business problems.

Running through the entire course there is one outstanding feature—the development of secretarial power

and of personal qualities that contribute to success. These are all teachable subjects.

**Objective 4—** Some students naturally get much more out of them than others. The problems and the work incurred in solving them will not create brains, but they will assist the student in organizing whatever brains he may have, develop potential abilities, make him see more, and give him power to do more. That, after all, is the main objective in education—to develop the individual.

I believe that such subjects as office organization and business organization are necessary in a secretarial course. The secretary is a potential executive. Unless he knows something of the business structure, how it functions, what his job leads to, he is merely marking time. His services may be of unlimited value as a stenographer, but he will never reach the secretarial realm.

The secretarial course should be organized with the future business growth of the student in view. It should give him a background for enlarging his usefulness in a secretarial position, or for seeing and working his way up to a position of greater service. The fundamentals of education have been succinctly stated by Mr. W. P. Burris, of the University of Cincinnati, and they apply with striking force to the objectives in secretarial training.

Education is growth.

The means of growth is experience—our own or that of some one else, past or present.

But it must be experience about which we think and with regard to which we make decisions that we can or cannot verify.

(Concluded on page 110)

## **The National Commercial Teacher's Federation**

**26th Annual Meeting, Hotel Sherman, Chicago**

**December 26, 27, 28, 29, 1923**

**To Commercial Teachers, Everywhere:** You who have been attendants at these annual meetings of commercial teachers from all parts of the country need no further urging to continue the good habit thus formed. You are hereby appointed missionaries to pass the word along to the brethren of the profession and bring them to the next meeting.

These meetings grow larger each year and the programs grow better. From personal, professional, and social points of view the cost of attending these meetings is not an expense; it is an investment that will pay dividends in additional knowledge, broader outlook, and the kind of inspiration that puts joy into work.

A fine program for the coming convention is outlined opposite. Growth and progress are the watchwords and no matter how good other meetings may have been each succeeding meeting should be a little better than the last.

We shall have reduced rates on the railroads. Make your plans NOW to meet with several hundred live commercial teachers in Chicago during the Holidays.

Sign your name and give your address on the lines below and send this slip with two dollars to the General Secretary, JOHN ALFRED WHITE, 818 Monroe St., GARY, INDIANA, and you will be entitled to membership in the Federation for one year.

Name..... School.....

Address.....



# Program of the Annual Convention of The National Commercial Teachers' Federation

Hotel Sherman, Chicago, December 26-29, 1923

## Wednesday Evening, December 26

### GENERAL FEDERATION MEETING

8:00 O'CLOCK

Address of Welcome (A Surprise)

Response, by *Chas. T. Smith, Kansas City, Missouri*

President's Address, by *Daniel W. McMillan, Detroit, Michigan*

Social Evening and Dancing

## Thursday Morning, December 27

### PUBLIC SCHOOLS DEPARTMENT

9:00 TO 10:30 O'CLOCK

*Chairman, L. M. Hazen, Shaw Technical High School, Cleveland, Ohio*

Modernized Method in Teaching Shorthand, with Demonstration Lesson, by *Emma M. McCredie, Parker High School, Chicago, Illinois*

Present-Day Trends in Bookkeeping, and How the Schools Can Meet Them, by *Lloyd J. Jones, West High School of Commerce, Cleveland, Ohio*

New Developments in the Administration and Organization of Commercial Education, by *Earl M. Barnhart, Chief, Commercial Educational Service, Washington, D. C.*

### PRIVATE SCHOOLS DEPARTMENT

9:00 TO 10:30 O'CLOCK

*Chairman, W. N. Watson, Lincoln Business College, Lincoln, Nebraska*

Greetings Get Acquainted Reports of Committees

### SHORTHAND ROUND TABLE

10:30 TO 12:00 O'CLOCK

*Chairman, J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania*

Psychological Factors in the Teaching of Shorthand, by *Arthur M. Sugarman, New York City*

The Development of Speed in Typewriting, by *Jane E. Clem, State Normal School, Whitewater, Wisconsin*

### BUSINESS ROUND TABLE

10:30 TO 12:00 O'CLOCK

*Chairman, L. M. Wold, Cedar Rapids Business College, Cedar Rapids, Iowa*

The Sphere of the Teacher in the Activities of the Community, by *J. L. Harmon, Bowling Green Business University, Bowling Green, Kentucky*

The Secondary School Commercial Course—The Scope of the Work, by *Frank J. Kirker, Junior College, Kansas City, Missouri*

The Commercial Course in the Private Commercial School—The Scope of the Work, by *J. F. Fish, Northwestern Business College, Chicago, Illinois*

Method of Procedure with Beginning Bookkeeping, by *Lenora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa*

Financial Statement of Approach vs. the Account Method for Beginning Work in Bookkeeping, by *L. E. Goodyear, Columbia Business College, Chicago, Illinois*

### Open Forum

Things to Emphasize—The Fundamentals

What the Business World Expects of Our Boys and Girls

Question Box—Bring your questions and drop them in

### SPECIAL GROUP LUNCHEONS

12:00 NOON

## Thursday Afternoon, December 27

### GENERAL FEDERATION MEETING

2:00 O'CLOCK

Address by *Assistant Superintendent Merrill of Des Moines, Iowa*

Business Meeting

Election of Officers for 1924

## Thursday Evening, December 27

Gregg Get-Together

Program

Demonstration of the New Rational Rhythm Records

(Continued on page 104)

## Friday Morning, December 28

## BUSINESS ROUND TABLE

9:00 TO 10:30 O'CLOCK

*Chairman, L. M. Wold, Cedar Rapids Business College, Cedar Rapids, Iowa*A Modern and Tested System of Teaching Scientific Salesmanship, by *George Edwin Robinson, American College of Scientific Salesmanship, Chicago, Illinois*The Teacher's Educational Equipment, by *C. M. Yoder, State Normal School, Whitewater, Wisconsin*The Methods of Procedure in Teaching Commercial Law, by *W. M. Bryant, Nebraska School of Business, Lincoln, Nebraska*Machine Bookkeeping, Calculators, Other Machines and Their Uses, by *Jay W. Miller, University of Minnesota, Minneapolis, Minnesota*

Election of Officers for 1924

## SHORTHAND ROUND TABLE

9:00 TO 10:30 O'CLOCK

*Chairman, J. Walter Ross, South Hills High School, Pittsburg, Pennsylvania*Important Fundamentals in the Teaching of Beginners in Typewriting, by *D. D. Lessenberry, Allegheny High School, Pittsburgh, Pennsylvania*The Teaching of Office Training in the Secondary Schools, by *Ethel Flannigan, Director of Commerce, High School, East St. Louis, Illinois*

Election of Officers for 1924

## GENERAL FEDERATION MEETING

10:30 TO 12:00 O'CLOCK

Address by *Harry F. Atwood, Attorney-at-Law, Chicago*

## Friday Afternoon, December 28

## PUBLIC SCHOOLS DEPARTMENT

2:00 TO 4:00 O'CLOCK

*Chairman, L. M. Hazen, Shaw Technical High School, Cleveland, Ohio*What I would Teach the High School Student About Commercial Law, by a prominent Chicago Attorney  
Are Business Letters Making Good? A Practical Talk, not Theory, by *Sherman Perry, Correspondence Adviser, The American Rolling Mill Company, Middletown, Ohio*General Business Practice, by *J. O. Malott, Yeatman High School, St. Louis, Missouri*

Election of Officers for 1924

## PRIVATE SCHOOLS DEPARTMENT

2:00 TO 4:00 O'CLOCK

*Chairman, W. N. Watson, Lincoln Business College, Lincoln, Nebraska*Secretarial Training, by *C. A. Balcomb, Michigan Business and Normal College, Battle Creek, Michigan*Discussion to be led by *Charles G. Reigner, Baltimore, Maryland; Ruth Foster, Miss Brown's School of Business, Milwaukee, Wisconsin; Mary M. Gallagher, Brown's Business College, Kankakee, Illinois; Walter Rasmussen, Rasmussen Practical Business School, St. Paul, Minnesota*

Election of Officers

## Friday Evening, December 28

## THE BIG GENERAL FEDERATION BANQUET

6:00 O'CLOCK

Toastmaster: The Bald-Headedest Live-Wire Booster at the Convention

Eats. Stunts. Entertainment. Addresses. Pep. Slams and Bouquets

## Saturday Morning, December 29

## PUBLIC SCHOOLS DEPARTMENT

9:00 TO 11:00 O'CLOCK

*Chairman, L. M. Hazen, Shaw Technical High School, Cleveland, Ohio*Typewriting, The Final Test, by *M. E. Studebaker, State Normal School, Muncie, Indiana*Salesmanship in the High School, by *D. C. Hilling, High School, Peoria, Illinois*A Business Education Program for Junior and Senior High Schools, by *Clay D. Slinker, Director Business Education, Des Moines, Iowa*

## PRIVATE SCHOOLS DEPARTMENT

9:00 TO 11:00 O'CLOCK

*Chairman, W. N. Watson, Lincoln Business College, Lincoln, Nebraska*Relations Between Private and Public Schools, by *W. W. Parsons, Parsons Commercial School, Kalamazoo, Michigan*

Is It Practical for the Commercial School to Attempt Business Administration Courses?

Free-for-All Discussion

## GENERAL FEDERATION ANNUAL LUNCHEON

11:45 TO 1:30 O'CLOCK

Installation of Officers

A Live-Wire Address

Adjournment



## The C. C. T. A.

Report by W. D. Wigent

**W**HEN most educational bodies were enjoying a "cessation of conventionalities" the Central Commercial Teachers' Association, in open defiance of summer temperature and the allurements of that arch enemy, Mr. Ta-kit-ezy, held its 18th annual meeting. Under the stimulus of an unusually good attendance the gathering was one of the most lively ever registered by the Association. To the convention observer the question "How can they bring them out" frequently suggested itself. This, of course, was not difficult to answer when considering the fact that the C.C.T.A. has maintained an unvarying policy of giving the teachers what they want. One member has summarized the

Association platform in this way:

- C Conviction
- C Coöperation
- T Teach 'em
- A Americanism

Which is a very effective way of "putting it." On the whole, the proceedings embodied the spirit set forth in the utterance of Kipling, when he said:

I keep six honest serving men  
(They taught me all I knew),  
Their names are What, and Where, and When  
And Why and How and Who.

The first session was a review of the progress toward college accreditation. Following a discussion of the

standards, organization, preparation of teachers, and the program of studies advocated by the North Cen-

**What** tral Association, the speaker dwelt on the necessary procedure in securing the desired credit. Optimistic in the thought that the

committee whose recommendation is sought would report favorably, the audience was reminded that there is such a thing as "vision" in the private school field. "Private school work," he said, "should be in advance of the high school offering. The business college that cannot survive the losses that may be inflicted by the high school should go out of business. If we take a prominent place in commercial education we will coöperate with

the high schools. Get on the ground and do real educational work! The life of the boy and girl should be the thing on which we base our educational plans."

Next in order was an address in which the speaker dealt comprehensively with the accomplishment of the accredited commercial schools. The opinion was expressed that the objective sought by the accredited schools should be a matter of common interest to all representative schools. The adoption of a uniform system of standards and methods, it was pointed out, would effect more quickly a



L. M. WOLD  
President, C. C. T. A., 1923

definite basis upon which college recognition might be secured. As an advertising advantage such a course of action would yield definite returns. It was urged that the schools not belonging to the National Association should strongly consider its advantages. The first day of the convention being designated "Managers' Day," these questions of vital interest were given right of way.

During the second session addresses of welcome, of inspiration, patriotism and efficiency constituted the educational menu. One of the speakers plead on behalf of the so-called "dull student." Hidden in the latent forces are qualities which society needs. In the opinion of the speaker the teacher should not count that day lost when she counsels with such a student to encourage his aspirations. The discussion placed upon the teachers anew the responsibility which is theirs in acting as an advisor as well as a teacher of young people. Without this accomplishment the individual is not in a position to do the greatest good.

This masterly discourse by a member of the bar was followed by an eloquent presentation of the relation between commercial and a liberal education. At the outset, commercial training was referred to as "a thing of value to all citizens." Throughout, the discourse was a tactful appeal to all teachers to become better prepared in the technique and scientific basis of their profession. Just as one cannot fully comprehend the beauty of his shorthand system without a knowledge of its possibilities from an advanced point of view, no teacher can become the most efficient without delving into the subsoil of her chosen work. This view struck a responsive note.

Diverting from the general theme of the student, the teacher, the school and the profession, a stirring address on the Tragedy of American Business concluded the morning program. Of all the enemies to efficiency, poor preparation for business was the chief point of attack. It was asserted that few entering business know anything about organization and management, the pivotal points in a business career. Creative salesmanship, based upon knowledge of the articles sold, was placed on the same footing. If America is to be the leader in the world's business, this position of supremacy should be attained through the training of men of vision and power of analysis. In this lies the greatest opportunity of the private schools, to which the young man and young woman of business inclination rightly turn for the development of this latent ability.

Because of the ambitious schedule of the general session only a limited time was given to sectional meetings. Discussions on bookkeeping with related subjects, and those pertaining to typewriting with graduation requirements were necessarily brief but to the point. Just as the discussions were becoming lively, a call for general assembly was sent out. At this meeting lucid pictures were drawn of the stenographer of an earlier day in contrast to the modern amanuensis—or secretary as we now think of her. Addressing himself to the subject, "Twenty Centuries of Shorthand" the speaker, with the aid of a film based upon the story of the same title appearing in the *Century Magazine*, depicted the stages through which the "lithe and noble art" was developed. Of no less interest were the references to prominent people using shorthand in this generation. At the

close of the story it was predicted that stenography will increasingly occupy a larger place in the conduct of business because of its importance in the preservation of thoughts and ideas as well as rapid dispatch in communication. To those witnessing the picture and hearing the story it afforded a new stimulus to professional spirit.

"Service" was the subject of an inspiring address emphasizing the fact that there is such a thing as the Golden Rule. "Many people paid for what they do are paid too much," said the speaker. "To give more than to get and to give it cheerfully, should be the principle rigidly observed by young people who want to succeed. If America is to remain the leading commercial nation, her big task is to teach her youth to accept responsibility and pursue it to a successful conclusion."

The closing session was likewise filled with worth-while topics. "What the Student Has a Right to Expect of the Teacher" was the subject of a pithy as well as a witty talk. The ideal set up was the answer to the question, "What would I, as a teacher, expect of my teacher now?" Reversing the point of view, the next topic had to do with what the teacher should demand of the student. Once more the private school managers were much elated when a college man of prominence spoke in justification of the demand made of the higher institutions for accreditation. This was followed by an address on "An Adventure in Business School Ownership." The audience was informed of the growing interest of European schools in American business methods. It was pointed out that the press and other institutions fostering public interest are anxious to give publicity

to achievements in commercial education. Contrasting this with the conditions in America, the speaker declared that our private schools need greater vision. Commercial education has been sold to the community in part, but little or no effort has been made to sell it to the nation as a whole. As an important step in this direction it was suggested that a press agent of wide acquaintance be employed to disseminate information from time to time concerning the value of commercial training. This suggestion elicited much comment.

Crystallizing the ideals set up by the previous speakers, a demonstration in both shorthand and typewriting was given by three specialists. All were of the opinion that if errors are to be omitted in typing, they must be made a matter of study and analysis. It was also advocated that rhythm is not difficult to accomplish even when writing slowly. This is to be encouraged as a matter of error elimination, for many of the common errors are traceable to lack of rhythm in executing certain combinations. Equally impressive was the shorthand demonstration, which lent emphasis to the fact that speed in shorthand writing, properly acquired, is not lost after a few months or years of disuse. The importance of simple phrases, the necessity for intensive teaching, the value of persistent practice on certain combinations, the desirability of keeping the student enthusiastic, were lessons drawn from the brief but interesting performance. To teachers appreciating the truth of the saying, "By example we teach," the demonstration was an encouragement to go and do likewise.

The place of meeting was Des Moines, where commercial education has many good friends. And all did

their utmost not only to advance the cause, but to contribute to the comfort and well-being of the visitors.

**Where** As to the pulling power of Des Moines, no one will question, for many educators took occasion to visit the schools which are always the center of interest. The hospitality—well, you should have been there to appreciate it! More about this later.

Although the teachers met at a time when it was difficult to leave the schoolroom, there were defi-

**When** nite compensations in doing so. If true that one's services after three o'clock each day and after Wednesday night of each week are swinging to the debit side of the profit and loss statement, the summer months present a similar condition in the schoolroom. Under the impetus of the gathering of the type fostered by the C. C. T. A. at a time when all the attributes of successful teachers need to be strengthened, new vigor and force are inevitable.

The purpose revealing itself on every hand was to raise further the dignity of business training in

**Why** common with other educational groups. The C. C. T. A. believes that only the surface has been touched. The opportunities for scientific, private school management with a definite program for selling the idea of education nationally, as well as locally, were among the points presenting an opportunity for constructive effort. To conform to a standard of greater usefulness it was argued that such subjects as Economics, Salesmanship, and Business Organization rightfully belong to the modern course. Whatever will benefit the boy and girl and adequately meet the demands of business will find an active champion in this Association.

To accomplish its ideals, the C. C. T. A. went on record as favoring a professional revival. This

**How** by no means is to be confined to a single group of schools but inclusive of all institutions offering business courses. The evaluation placed upon commercial education by two men of prominence taking part in the program was one count on which the Association based its forward-looking attitude. Another was created by a resolution passed by the North Central Association of Colleges and Secondary Schools which provided "that the North Central Association accept the principle of admitting to the approved list of the Association as secondary schools, private commercial colleges, and that it instruct the Commission on Secondary Schools to proceed with the accrediting of such institutions on the basis of its standards and to report to the Association later any revision of standards which it wishes to recommend."

Conforming to the new order of things, it was pointed out that early steps toward the higher level be taken. Broader general and specialized training, more efficient school management, courses that synchronize with the ultimate as well as the immediate aims in business—these are some of the advantages to be realized. The intense interest exercised in the addresses of an explorative character is indicative of the fact that the Association is fully alert to the importance of these topics.

Those contributing to the three days of professional stimulus were Mr.

J. S. Knox, Cleveland; Mr. John R. Gregg, New York City; Mr. John E. Foster, Ames; Mr. A. F. Gates, Waterloo; Mr. L. M. Wold, Cedar Rapids;

Mr. A. W. Merrill, Des Moines; Mr. Harold H. Smith, New York City; Mr. B. F. Williams, Des Moines; Mr. C. T. Smith, Kansas City; Mr. Henry J. Holm, Chicago; Miss Mary Horner, Waterloo; Mr. W. A. Robbins, Lincoln; Mr. W. C. Henning and Ivey Rady, Cedar Rapids; Mr. W. C. Hamilton, Mason City; Mr. B. F. McDaniel, Fort Dodge; Miss Hortense Stollnitz, New York City; Mr. George Hossfeld, Trenton.

Seldom seen but everlastingly working for the good of the group were Miss

Mary Champion  
**Entertainment** (a real  
**Features** champion,  
too, when

it comes to making ovals and making people gaily and the most expressive were always willing to entertain "just one more" with their information and misinformation. The real vibration came when Mr. Baker was seen chasing a lonely balloon which broke loose from his table; when Mr. Holm, perfectly conscious of his long reach, came to the rescue and fell short, but with presence of mind managed to keep the china intact; when someone discovered Miss Vogt wearing a dia-

mond ring; when C. T. Smith, with his famous "array of adjectives, adverbs, prepositions and conjunctions, so brilliantly conceived and ingeniously joined together" scored in one of the best after-dinner speeches known in the Association; when Miss

Mary Horner and W. A. Robbins related anecdotes never before uttered by human lips; when Old Man Monotony was reported missing, with no prospects of reappearing before the following Monday morning.

There was a period of deliberation and debate on "Resolved, that old maids and bachelors

As an are a men-  
**Extra** ace to soci-  
**Special** ety." Many  
were the

"unappropriated blessings" who had

come to learn their exact status. Be it said to their credit they were very orderly, notwithstanding the fact that the dramatic appeal of the affirmative bore down upon them with irresistible logic. From peroration to rebuttal the audience was treated to a veritable storehouse of facts. Poetry, prose, results of research, many—if not all—the quotations of renowned advocates of single blessedness, were freely resorted to by the talented speakers. The movement of the debate was excellent—the backs of the chairs not being utilized except during laughter. The judges, two maids and two bachelors, pledged to an unbiased decision, were wavering somewhat with the sense of their



MARY C. CHAMPION  
President, C. T. A., 1924

responsibility. When the affirmative had concluded, however, there appeared to be relief, since only one just and righteous decision could be reached. Then the negative had its turn. In a supreme effort to assail in a single sentence the seemingly impregnable position held by the affirmative, the speaker declared with emphasis characteristic of human kind that "He who travels fastest travels alone." This marked the beginning of mingled emotions. One minute it appeared evident that the affirmative would win, and then the negative by a succinct statement of fact seemingly held the balance of popular as well as judicial favor.

Both sides positive of a favorable decision, the judges were instructed to act upon the merits of the case. Presently it was announced that the judges were about to enter. At a signal from the director of ceremonies the pianist began to play the C. C. T. A. wedding march, when the judges, now happily the brides and bridegrooms, accompanied by the usual array of attendants, marched to the front in practical demonstration of the forceful arguments of the affirmative. In this is refuted that memorable saying of Dr. Crane that "Only one man has ever been convinced by argument—and no woman."

The judges who performed their part so nobly were Miss Clara Foss, Des Moines; Miss Lena Vogt, Marshalltown; Mr. Chester Jones, Des Moines; and Mr. Perry Singer, Chicago. Mr. John R. Gregg, New York City, an Miss Plimpton, Des Moines, supported the affirmative, while Mrs. Wagner and Mr. Paul Sterner, of the convention city, carried the negative.

No report would be complete without mentioning the masterly way in which the president, Mr. Wold, pre-

sided. For once in the annals of conventions, the sessions were started on time, or nearly so. The atmosphere of business created by the presiding officer held the convention to a business level, free from the irrelevant issues so common in gatherings of this kind. Mr. Wold and his assistants received many warm commendations from those in attendance.

To Miss Mary Champion, who, with Mr. Slinker, provided levity as well as learning, the presidency was assigned as an honorarium. To assist her will be Mr. Henry J. Holm, as vice-president, and Mr. R. N. Phillips, treasurer.

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## Objectives of Secretarial Training

(Concluded from page 101)

To the extent that we are able to verify our decisions with regard to experience it has meaning.

Increasing power to get the meaning out of experience is what we mean by growth.

And growth is education.

Thus the circle is complete, and the extent of our education is therefore bounded by our opportunities for experience and our capacity for thinking.

To supply or to utilize such opportunities and to train human beings in making the most of them through careful thinking, is the two-fold task which is set before the teacher.

The teacher who consciously and skillfully accomplishes this task is more than a teacher. Such an one is an *educator*.

These are the fundamentals in education. All else is accessory.

The secretarial training course should provide the training not only for effective service, but for *growth* in its truest sense. We stress that idea, and I believe it is an idea that is emphasized by all schools that honestly endeavor to give a secretarial course when they announce it in their catalogs.



## Teaching the Vowel Marks

*The following is a comment on the editorial appearing in the October number, by a teacher who wishes his name withheld.—Editor.]*

THE unsigned letter given in the editorial in the *American Shorthand Teacher* for October was particularly interesting to me as that teacher has been treating vowels in the early lessons in the same way that I have—a way which does not seem to be very generally accepted and yet which seems to bring pretty good results.

I approach it in just a slightly different manner, however, from that used by the contributor to the October issue. In the first class session, in which I take up the vowels, I make a selection of the first lesson words which can be written with the long sound of *a*, as in *late*, *ma'te*, etc., so that the student learns that the large circle is *ā*. The next time I take a selection of words which can be written with the long sound of *e*, this time reviewing some of the words with the *ā*. Then in the next class session the other two sounds of each circle are taken up without the diacritical marks.

It has always seemed useless to me to emphasize these diacritical marks early in the course, as the students then have their hands full mastering the alphabet and the joinings of the strokes without having to learn the dot and dash which are often so confusing to them. Later on in the course, perhaps in connection with the sixth lesson where the diphthongs are taken up, these diacritical markings can be mastered in a very few minutes, as the pupils have by that time become so familiar with the three sounds of each vowel through the drilling which they have

had that it is a simple matter to associate the dot and the dash with the medium and the long sounds.

Up to this point I agree thoroughly with the letter, but I cannot see anything but time wasted in requiring the students to memorize every reading exercise, or in requiring them to write it fifteen times, both of which this teacher has her students do. The students would get much more benefit from spending an equivalent amount of time on writing new matter, as the outlines would be much more likely to stay with them when seen in many different combinations than when memorized in a relatively small number of sentence combinations. Another thing to take into consideration is that drudgery such as the memorizing of reading exercises and the copying of them so many times will dull the keen edge of interest, making it correspondingly more difficult for the teacher to hold the students' interest on their work.

This teacher asks if speed is retarded when a class is kept on a lesson two or three weeks. The answer, of course, is that it all depends on what they are doing for that two or three weeks. If they are writing the same few sentences over and over again until they can recite them by heart and consequently can read them from an otherwise meaningless scribble, then speed is retarded. But if these students are spending that two or three weeks in much reading of printed shorthand and in much dictation drill work on sentences and letters pertaining to that par-

ticular lesson, such as those furnished in the *Gregg Writer* and in the early part of *Graded Readings, Beginners' Letter Drills*, and *Speed Studies*, then these students are laying a foundation

for their dictation work, when it comes, which will make them pick up speed at an astonishing rate, once they start their dictation practice.

However, this (*Continued on page 129*)

+ + +

## St. Louis Invites You to the Convention of the Vocational Education Association of the Middle West

January 16-19, 1924

THE Tenth Annual Convention of this association will be held at the Hotel Chase, St. Louis, January 16 to 19 inclusive. A very interesting program is being developed by Mr. William J. Bogan, of Chicago, chairman of the Program Committee. Topics on Vocational Education will be discussed by speakers of national reputation, such as:

Ruth Mary Weeks, Department of Sociology, Kansas City

Lita Bane, Executive Secretary, American Home Economics Association

Aaron Sapiro, Attorney, Farmers' Coöperative Association, New York City

Chas. A. Prosser, Director, Dunwoody Institute, Minneapolis

Dr. G. L. Swiggett, Specialist in Commercial Education, Washington, D. C.

In addition to this, in the sectional meetings, intimate programs regarding Commercial, Industrial, Agricultural, Vocational Guidance, and Home Economics education will be discussed. The programs for the Commercial section meetings are being planned by Irving S. Garbutt, supervisor of commercial education at Cincinnati, Ohio. The various aspects of commercial education in the general high schools, continuation schools, and night schools will be studied in detail. The speakers will be selected from

among the supervisors of commercial education in this territory. The same group of educators will also discuss the aim and content of the commercial course in the three different grades of schools, as listed above.

Superintendent Maddox, of the Public Schools, and Lewis Gustafson, of the David Ranken, Jr., School of Mechanical Trades, are directing the work of the local committee in St. Louis, and they have the support of all the educational forces of the city and the backing of a very active public bureau. The new and splendid Hotel Chase, which is admirably adapted to holding a convention, has been selected as headquarters.

For advance information, railroad fares and other information, a letter to the Secretary, Leonard W. Wahlstrom, 1711 Estes Avenue, Chicago, will bring a prompt reply.

A most artistic announcement, the work of one of the 1923 class of Hibbard High School, Chicago, and printed in three colors by the press of that school, is being sent out by Secretary Wahlstrom, a demonstration of the excellent results obtaining in the vocational classes at Hibbard. The poster is well worth displaying both in design and workmanship.

# REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

## Southern California

Report by Elizabeth S. Adams

ON a beautiful blue and gold day in October, to be exact, the twenty-seventh, the Southern California Commercial Teachers' Association met in the San Diego High School to confer on the very interesting problems of their profession. Neither the glory of the day nor the magnificence of the school, towering like a baronial castle over the city below, could divert these enthusiasts from the task in hand.

The president, Mr. Ralph Oliver, of Long Beach, usually the "life of the party," was quarantined at home with some mild family epidemic, much to everyone's regret. Miss Margaret Keefe, of Manual Arts High School, Los Angeles, presided with grace and ability in his stead.

The program was full of diverse interests. One feature was the contest for the boxes of candy offered to those who gave the best talks on any preferred topic under the title of "What We Are Doing in our School."

Miss Margaret Sullivan, San Diego High, won the first prize, the big five-pound box, with her snappy little talk on grading typing, a brief digest of what she and Miss Ella Brown are doing most successfully. (The adverb is mine, used authoritatively, for I have seen the results.) I judge that the candy was delicious, though my judgment is based on analogy. I ate only from the two-pound box, won by Miss Eva Jessup, of Franklin High, Los Angeles. Mr. F. C. Weber, Los Angeles, won the third box for a fine inspirational talk, but as Mrs.

Weber was there to share it with him, we do not know how it tasted (the candy—not the box nor the talk). Miss Sullivan's talk contained so much concentrated wisdom that we have asked her to let us offer it to other teachers through the medium of this magazine. It follows this notice (see page 123).

One other among the many pleasures of the day that should receive special comment was the delicious luncheon served in the huge cafeteria, by the girls of the school. The orange and black decorations, the menus typed attractively on orange paper by the students, the efficient service by pretty young girls, made us all realize that San Diego, like other California cities, *knows how*.

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## New York G. S. T. A.

Report by A. A. Bowle

IN the Colonial Room of the Hotel McAlpin, New York City, on November 10, the first meeting of the year of the New York Gregg Shorthand Teachers' Association was held. There was a full attendance to hear a well-planned program.

Mr. John Robert Gregg gave a most interesting talk on the history of shorthand in the United States, a preliminary outline, a background for a series of lectures which he is to give before the Association. While it was generally supposed that the first business college in this country was established in Philadelphia by a Mr. Bartlett in 1834, investigation of the files of old New

York City newspapers brought out the fact that as early as 1819 advertisements appeared in the "Post" offering instruction in shorthand, bookkeeping, and other commercial subjects. By means of graphs, Mr. Gregg showed the growth of shorthand instruction in the United States since those early days.

Mr. William R. Hayward, principal of Theodore Roosevelt High School, New York City, addressed the Association on "Some Tendencies in Commercial Education in the High Schools of New York City." Mr. Hayward drew a picture of the gradual development of instruction in the high schools of the city. The Commercial High School, Brooklyn, led the way with a four-year course, and it so continues to-day. The High School of Commerce was next organized. Arithmetic, Penmanship, then, later Commercial Law, and, afterwards, shorthand and typewriting were given in the curriculum. While in some quarters there is a tendency to disparage commercial education, Mr. Hayward said, "the fact that the ranks of stenographers, bookkeepers and others, who use their commercial training to earn their daily bread, are being constantly depleted, is reason enough to continue to give boys and girls this training."

Mr. Hayward stated that department stores of the city are asking the high schools to provide

**Business Practice High School Suggested** them with graduates and are giving them training in various departments to fit them

in the niche where they are best fitted. He took this to be an indication that the business people are beginning to recognize that, raw as that material is, it is the best material available, and that to train

them is a responsibility which they owe to the children of the country.

With this thought in mind, Mr. Hayward gave a rather unique suggestion. "I don't believe there is room in the ordinary high school for what we call business practice. That doesn't mean the teaching of certain mechanics such as the mimeograph and so on. I am not talking of that. I am referring to teaching business in connection with the teaching of bookkeeping, with the teaching of accounting. There should be organized a business practice school, entirely separate from any high school, but in connection with the high schools. It should occupy a separate building and pupils interested in commercial education should be sent to this central point, say, in the last term of the commercial course."

He thinks that leading firms in the city would be willing to help start such a school. He suggested, for instance, that Clafin & Company, distributors, might be approached with a view to having them supply the capital, office material, books, etc., to run an office on the same lines as their own." Mr. Hayward continued: "Wouldn't it be possible to interest other firms to contribute their share to prepare students for work in their establishments through the means of this business practice school? Perhaps it would be possible for us to get the firms to have this conducted under the direction of their chief accountant or auditor, not to do the teaching, but to act in an advisory capacity, to tell us just what they wanted taught. The fact that some years ago an anonymous donor was willing to start a college with a gift of a half-million dollars gives me hope." Business houses would be amenable to this suggestion, Mr. Hayward feels sure.

The meeting was such an interesting one that it was late before the last number on the program was reached, but the fact that Mr. Charles L. Swem, the World's Shorthand Champion and former official reporter and private stenographer to ex-President Wilson, was the speaker, held all of the members there. Mr. Swem's talk was received with genuine satisfaction by the entire Association. He related many interesting experiences of his association with former-President Wilson, both in the United States and abroad during the Peace Conference. It was especially inspiring to writers and teachers of shorthand to hear Mr. Swem relate the difficult situations in which he had been called upon to report the President, and his outline of methods of getting out copy immediately after the President had

spoken was very instructive and showed a high degree of resourcefulness on the part of the speaker. At the conclusion of his talk, Mr. Swem was requested to give a blackboard demonstration. He wrote on the board at 200 words-a-minute on solid matter, 240 words-a-minute on jury charge, and reached the terrific speed of 300 words-a-minute on testimony.

The following officers were elected for the coming year:

PRESIDENT: Mark I. Markett, High School of Commerce, New York City

VICE-PRESIDENT: Ethel A. Rollinson, Columbia University, New York City

SECOND VICE-PRESIDENT: Florence Sparks, High School, Yonkers, New York

THIRD VICE-PRESIDENT: Frank J. Arnold, Chairman, Commercial Department, Haaren Coöperative High School, New York City

SECRETARY-TREASURER: A. A. Bowle, The Gregg Publishing Company.



## Secretarial Training

By M. A. Nernberg

Duffs' College, Pittsburgh, Pennsylvania

**B**USINESS to-day is a highly specialized science which offers to the trained young man and woman a world of opportunity. Specialization seems to be the key-word of the present industrial age, and in the climb for the laurels of success, Darwin's law of survival of the fittest is very keenly and ruthlessly practised.

That education is a tremendous factor in the moulding of the plastic youth wishing to grapple for success is too obvious, and too axiomatic to need any discussion. It is one of those great truths which will always stand the acid test of experience. Of the many professions and callings in business which are very alluring and offer wide opportunities to the energetic worker is that of private secretary.

The secretary plays an important role in the conduct of business and his rewards are in proportion to his investment.

The secretary to the executive is in a sense the executive himself. He must instantaneously respond to every condition in which he finds himself. He is a bundle of sensations always on the go. He must be acquainted with the smallest details of his entire department. With a disposition suggesting only the kindest feelings, nothing is too small for him to do. He must have an analytical mind, able to discern the smallest items which eventually may be magnified by subsequent circumstances. The secretary is a constant index of information ready to pour out information at the

slightest intimation of his employer; to all others he is a dead file or a closed book.

Now all the above traits can be more or less developed through careful and scientific training. But there are certain natural characteristics which the student must inherit and possess in order to receive the greatest amount of good. To my mind most important of these qualifications are as follows:

(1) Physical (Moral and Mental), (2) Personality, (3) Memory, (4) Vision, (5) Initiative.

(1) Let no one conceive that the functions of the secretary are so slight that he can afford to rest on a soft padded swivel chair. It's a big job for a big man, which demands every ounce of energy which good health can supply. A healthy mind must repose in a healthy body. The physical side is paramount and takes precedence over all the others.

(2) That the need of a cheerful and pleasant personality is of the highest importance can be best emphasized from the fact that the first impression which one makes is, as a rule, the passport which decides promotion or demotion. A pleasant personality merely means the ability to hold friends and to be sufficiently magnetic as to suggest friendliness and sincerity. A ready smile, a cheerful disposition and a sympathetic chord, to be a good listener, seems to me the secret of the formula for personality.

(3) While the modern business enterprises have reached such height of efficiency that the most intricate history of the business can be traced at a moment's notice, a good memory stands to be of inestimable value and serves as an invaluable aid to the young man or woman secretary. Many secretaries have been known

to reach the highest goal by the astonishing memory which they possess for the most inconspicuous details.

(4) Vision: If the 20th century has reached a great step in civilization it has been solely due to the master minds who had vision for the future. No business can be a real success unless there is some one there with sufficient foresight to picture the future and plan accordingly. The private secretary is the inspiration of the business and his suggestions, if constructively put, are a flood of light welcomed in the darkness.

(5) Initiative. The private secretary must keep his eyes open when he sees something which has potential possibilities; he must not hesitate to move. He must be a man of action as well as of words. Be the first to start something worth while, and you will have plenty of followers.

While the work of secretaries will widely differ, depending upon the nature of the business, there are certain fundamental subjects with which all must be familiar.

I want at this point particularly to lay special stress on a knowledge of the English language. Would that I could show you the living examples of failures who have failed simply because they could not express themselves. A good course in English is strongly recommended. Let me also suggest that the art of good letter writing, so vital and necessary to the secretary, can be attained only through a good working knowledge of English.

While secretaries need not be stenographers, it is advisable to get the training in shorthand and typewriting. Often when such a need arises, the knowledge of shorthand and typewriting is of great value. Also at many private conferences the admission (*Continued on page 134*)



# SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

**S**ALEM High School, Salem, Massachusetts, has promoted Miss Nellie E. Mulligan, of the commercial department staff, to head the work there this year, and is adding a new member to the faculty, Mr. Clarence D. Stevens, a student of the College of Business Administration of Boston University.

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For a number of years Miss Ina Herron has taught shorthand in the Barnes Commercial School at Denver, Colorado. She has recently gone to Sioux Falls, South Dakota, to take up similar work with Nettleton's Commercial College.

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Miss Lillian Grunosky is teaching at Tiffin Business University, Tiffin, Ohio, this year, changing from Canton Actual Business College.

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The English High School, Providence, Rhode Island, has engaged several new teachers for the commercial department this year—Geneva Stinson, Dover, New Jersey, Saide E. MacGregor, of Windsor, Nova Scotia, W. R. Stolte, of Boone, Iowa, and Irving T. Chatterton, of Boston.

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Cherokee, Iowa, High School has secured R. S. Winslow, of Indianola, Iowa, to handle the commercial work there.

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Newton, Iowa, High School commercial classes are being handled by Miss Hilma Walker, graduated in the 1923 class from the University of Iowa. ▲ Marguerite Desparte, a recent graduate of the University of

Vermont, is teaching at the Lancaster, New Hampshire, High School. ▲ Dora Chamberlain, also of Vermont University, is teaching commercial work at Topsfield, Massachusetts, High School. ▲ Olive Hodgkins, graduated from Salem Normal School last season, is assisting in the commercial department at Winchendon, Massachusetts, High School. ▲ Dickinson Seminary, Williamsport, Pennsylvania, has secured Miss Georgia E. Reid, a member of the 1923 graduating class of the College of Secretarial Science of Boston University.

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Mr. Arthur S. Whitefield, last year head of the commercial department of Mount Allison Academy, Sackville, New Brunswick, is now with the New Bedford High School, New Bedford, Massachusetts.

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Hampton, Iowa, High School has secured Miss Vesta Ione Rugg to handle its commercial classes this year. Miss Rugg taught at Cherokee last season.

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The new commercial department head at Olean, New York, High School, is Bernard A. Shilt, a graduate of the 1923 class of Ohio University School of Commerce.

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Mr. Merritt B. Gay, last year in charge of the Danvers, Massachusetts, High School is now principal of Kinyon's Commercial School at New Bedford, Massachusetts. ▲ Miss Loretta M. Donahue, resigned her position at Bowman's Commercial School,

(Continued on page 122)

## EDITORIAL COMMENT

On Sundry Topics



### Typing to Music

VARIOUS attempts have been made to take advantage of the great stimulating value of music in the teaching of rhythm in typing, but none of them have met with success, because certain fundamental factors were not taken into consideration. One of these factors is that the rhythmic beats must be so clearly, but harmoniously, defined as to fairly carry the student of typing along with the music, and also to tune his emotional responses to the rhythm. A second is that a misunderstanding of the problem led to the conclusion that the music must be written to conform to a definite length of word. The third was the attempt to select records already produced, for musical purposes only, that to some extent fitted the situation.

It was a foregone conclusion that the latter plan would never be effective, for it did not take into consideration the necessity for an even, continuous flow of rhythm.

The new Rational Rhythm Records, produced under the personal direction of Mr. SoRelle, the author of the New Rational Typewriting, successfully solve these problems, along with many others. The records have been thoroughly tested, and have developed advantages that will at once appeal to the teacher. There never has been any difficulty in awakening the enthusiasm of the student, except in instances where the music was obviously so unfitted as to make it impossible for the student to follow the rhythm. These advantages have

been briefly summed up as follows by Mr. H. L. Carrad of London:

They (the Rational Rhythm Records) reduce the stress of nerve and muscle in the learning stage; they assist concentration, and hasten the process of habit formation; they very materially hasten the acquisition of speed; they assist the typist in producing an even impression, by insuring evenness of stroke; they add interest and life to the work in the schoolroom; they contribute accuracy by forcing the pupil to smooth flowing mental and muscular effort.

One of the striking advantages of the records is their adaptability to all conditions. Some of these advantages, it is found, are that several different speeds of rhythm are possible with the records playing at normal speed; that groups of students working at different speeds on different assignments in the textbook can get the full value from them; that each possesses a very flexible speed range by accelerating or slowing the speed of the phonograph.

But perhaps one of the greatest advantages of all is the enthusiasm of both students and teachers that they arouse, and the possibility for larger and more effective production. The records make the pace for the class group—or different groups working together—and thus are an enormous factor in keeping the students out of a rut, of forcing the speed curve to a higher level.

We believe that teachers will be highly pleased with the pieces of music that have been re-arranged and adapted to secure the maximum advantages. It is such music as will inspire—and never grow tiresome. Mr. SoRelle had the advice and assistance of Mr. Harold H. Smith, former expert typing demonstrator and

author of "Seven Speed Secrets," in solving the many problems in connection with the production of the records—problems that had to be worked out in laboratory practice.

The production of the records has been tremendously expensive, in time and money, but we feel sure that teachers of typing will appreciate to the fullest extent the great contribution they will make to the effective teaching of typewriting.

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## An Interesting Article in Commerce Journal

A RECENT copy of *Chicago Commerce* contains an article by Mr. Henry J. Holm on "Shorthand is Field which Seeks Workers." Mr. Holm, principal of Gregg School, is well-known to many of our teacher friends, and this will interest them. In it Mr. Holm quotes expressions of many of our leading men, including Hugh Chalmers, general manager of the National Cash Register Company, who says, "I have always said that the position of stenographer is the best training ground for a young man, if he has any brains, and if the man he works for has any brains, because he can learn more in that way than in any other that I know of"; also Arthur Brisbane, who says, "Stenography is an excellent training in exactness." He points out that Frank A. Vanderlip, millionaire financier and former president of the National City Bank of New York, Mr. George B. Cortelyou, president of the Consolidated Gas Company of New York, Edward W. Bok, well-known editor and author, and Samuel Insull, one of Chicago's biggest magnates, are

but a few of the great men who started out as stenographers. It was interesting to read, too, that Miss Katherine Harrison, private secretary of the late H. H. Rogers, was credited with the princely salary of \$40,000 a year.

Mr. Holm explains, "In handling the correspondence, the secretary is constantly brought into contact with the directing heads of the business—has an opportunity to study advanced business methods, to observe how high-grade executives work, and to learn the secrets of scientific business management, sales promotion, advertising, business administration, and the host of other things that now enter into our complex commercial and professional life . . . ."

"And there is another side to the question—knowledge of shorthand offers opportunities for profitable employment while you are learning the broader side of business, preparing for the position higher up, you are earning your way—and you are on your ground ready for the big chance when it comes."

It does give us teachers some food for thought, doesn't it? Mr. Holm has contributed an article for the January *Gregg Writer*. Be sure to read it!

—F. E. U.

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## Obituary

Mrs. W. G. Thompson

WE regret to learn of the recent death of Mrs. W. G. Thompson, the wife of Mr. W. G. Thompson, of the State Normal School at Plattsburg, New York. We join with Mr. Thompson's host of friends in the commercial teaching field in sending heartfelt condolences.

# Quizzes on the Manual Lessons

By W. W. Lewis

Head of the Theory Department, Gregg School, Chicago

## LESSON XIII

1. What is a prefix?
2. Write in shorthand a word illustrating each of the following prefixes:  
al, ul, com, con, coun, cog.
3. (a) When is the prefix *can* represented by *k*?  
(b) Write one word in which the prefix *can* is represented by *k*. One where the prefix is spelled out.
4. (a) When can you not represent *com*, *con*, by *k*?  
(b) Illustrate fully your answer to the above.
5. (a) When can you not use *m* for *im* and *em*, or *n* for *in*, *en*, and *un*?  
(b) Illustrate fully your answer to the above.
6. Write in shorthand the following:  
exaggerate, exchange, exit, express, exercise, exhale, oxidize, auxiliary, furlong, foreordain, foresake, submit, subjacent, subway, subagent, sublease, subject, unable, enable, force.
7. Explain the difference in the joining of *fore* to *r* and *f* to *r*.
8. (a) When is the prefix *fur*, *for*, *fore*, disjoined?  
(b) When is the prefix *sub* disjoined?  
(c) How is *s* traced to represent *sub*?
9. Write in shorthand the following:  
exploit, excelsior, exile, sublingual, subsidiary, canton, cancer, commode, compassion, connive, consecrate, forecastle, embody, imperial, inactive, incomplete, ulster, alderman, oxide, concurs.
10. Write in shorthand the following:  
I have come to the conclusion that we shall be unable to accomplish the task in the time you name.  
Each individual in the country may be subject to draft for industrial service.  
We recommend that an expert investigate the concrete work when it is completed.

## LESSON XIV

1. Explain what is meant by the *tr* principle and illustrate it by writing in shorthand several words.
2. Write in shorthand words beginning with the following:  
contr-, constr-, extr-, intr-, instr-, inter-, enter-, retr-, restr-, detr-, distr-, electr-.
3. Write in shorthand the following:  
exclude, intelligent, alternating, ultraism, centrifugal, lateral, matron, metropolis, nitrogen, neutralization, patronage, petroleum, Australian, abstraction, obstructive.
4. (a) Of what is a compound disjoined prefix composed?  
(b) Write in shorthand five words containing compound disjoined prefixes.
5. (a) When may *ed*, *ise* and *or*, be disjoined?  
(b) Write in shorthand words illustrating fully your answer to the above.

## 6. Write in shorthand the following:

contravention, counterbalance, constrain, extrication, exterminate, exclamation, entreaty, intelligently, interfere, intricacy, instructional, retriever, electrode, restrictive, deterrent, destruction, alternately, ultraist, Centralia, centerpiece, lattermost, literatim, materialize, obstructor, metronome, nitroglycerine, nutritive, patriarch, Peterson, ostracize, abstracted.

## 7. Write in shorthand the following:

His literary efforts on the subject of government control of railroads were uninteresting.  
A real patriot cannot be neutral.

She will distribute campaign literature in her electric car.

The pattern of the rug was intricate.

Some restraint should be placed on the obstreperous child.

There is an extravagant use of electricity in the metropolitan district.

He was too distracted to make an intelligent reply to the question.

Many instructors will take an active part in the reconstruction work that will follow the war.

## LESSON XV

1. What is the difference between these prefixes and those of the last lesson?
2. (a) Where is the disjoined prefix placed with reference to the line of writing?

(b) Is there an exception to your answer to the above? If so, what is it?

3. Write in shorthand, words illustrating the following disjoined prefixes:

aggr-, ant-, incl-, hydr-, decl-, recl-, magn-, Mc, multi-, trans-.

4. (a) How may *understand* and *understood* be expressed?

(b) Illustrate in shorthand your answer to the above.

5. Give at least ten words that are represented by prefixal forms.

6. Write in shorthand the following:

overcome, undercurrent, paragraph, postpone, self-evident, circumference, circular, superfluous, suppress, shorthand, shipwreck, suspension, untransacted, self-control, unparalleled, misunderstand, we understood, extra discount, counterclaim, short time.

7. Write in shorthand the following:

Mr. McKenzie declined to superintend the building of the suspension bridge.

It must be thoroughly understood now that no counter-claim can be entered.

Shorthand is an excellent means of self-improvement.

I do not understand the overcharge on this bill.

He made a shipwreck of his fortune through the transaction.

You are inclined to magnify his shortcomings.

His supercilious manner aggravated the temper of his antagonist.

Do you understand perfectly, the use of the multigraph?

Under the circumstances, the action of Senator Smith was magnanimous.

## LESSON XVI

1. What is a suffix?

2. Write in shorthand words illustrating the suffixes:

able, ible, ble, ple, cribe, cription, flict, flect, fiction, flection, ful, less, ment, ness.

3. If the suffixal form for *less*, *ment*, *ness*, conflicts with the consonant stroke, what distinction may be made?

4. Write in shorthand the following:

expose, supposition, compute, disputation, transpire, esquire, request, exquisite, acquisition, yourself, themselves, assure, perjure, Harmsworth, trustworthy, thoughtfulness, fearlessly, fashionable, hopelessness, complementary.

5. Write in shorthand words illustrating the suffixes:

sult, sune, sion, cient, ciency.

6. Write in shorthand the following:

allowable, disciple, circumscribe, deflect, deflection, delightful, conscription, blameless, apartment, artlessness, compose, deposit, apposition, disrepute, amputation, expiring, inquiry, inquest, perquisite, requisition, oneself, presume, consumption, erasure, abjure, vulture, sentient, inefficiency, adoration, Woolworth.

7. Write in shorthand the following:

If you will transcribe this exercise several times, you will acquire greater proficiency. His appointment was opposed because he did not measure up to the requirements.

We should like to see some tangible results from the experiment.

She has much leisure time at her disposal.

His seeming rudeness was due to thoughtlessness.

A successful outcome of the investment is assured.

The enemy cannot be held blameless for such merciless treatment of prisoners.

(To be continued next month)

## School News and Personal Notes

(Continued from page 117)

Petersburg, Virginia, to go to her home school, this year—Hartford, Connecticut, High School. ▲ Miss Edna A. Stewart, is now with the Central High School at Omaha. She was with the High School at Council Bluffs last year.

▲ ▲ ▲

Mr. Lee F. Correll, who has been teaching at New Bedford, Massachusetts, High School, has become head of the commercial department at the Lawrence, New York, High School this year.

▲ ▲ ▲

The new teacher at Council Bluffs is Mr. Harold J. Ralston, a graduate of last year's class at Tarkio College, Tarkio, Missouri.

▲ ▲ ▲

Miss Carolyn E. Ash has changed from West Pittston, Pennsylvania, High School to the High School at Tyrone. ▲ Miss Emily Johnson from Port Jervis, New York, is now at Hackettstown, New Jersey. ▲ Clair F. Bee, last year with Waynesburg,

Pennsylvania, College, is teaching this season at Ford City High School, Pennsylvania. ▲ Gerald C. Phillips, recently with the Maine Business University at Portland, Maine, is with the Merrill Business College, Stamford, Connecticut.

▲ ▲ ▲

C. V. Clippinger is in charge of the commercial classes at Syracuse, New York this year. Last year, and for several years past, he held a similar post at Auburn.

▲ ▲ ▲

Madison High School, Madison, South Dakota, has lost Miss Edyth Breen to Idaho Technical Institute at Pocatello. Idaho adds another type-writing contest "fan" to its teaching personnel!

▲ ▲ ▲

Students at Bryant & Stratton Business College, Providence, will miss Miss Abbie C. Watson from the faculty. She is now teaching at Burdett College, Lynn, Massachusetts.



## Grading of Typewriting in San Diego High School

A Candy-Winning Talk given at the Southern California Teachers' Association meeting, October 27, 1923

By Miss Margaret Sullivan

(See the report on page 113)

**M**Y topic will cover the scheme used in the San Diego High School to improve the grading of type papers. Incidentally, we feel that it improves more than the grading.

We make our report to the registrar on the basis of 1 to 5. We know that not many students will be found at either end of the scale, but we must care for those who are as well as for the 2, 3 and 4 students.

During the first semester much drill is required. In most lessons

**First Semester Requirements** we assign several copies of each exercise. We do not require all copies to be perfect at this time, as we believe that technique is too often sacrificed for the sake of having correct letter combinations—I am unwilling to say, "writing correctly." The student "peeks" even if he does not take a full look. As an incentive for accuracy, we require at least one perfect copy of each exercise for which the minimum grade is given, and the grade increases if a greater number of perfect copies are included in the required number.

Grading is stressed very little during the first five weeks. By the end of that time the student should have acquired the technique which is reasonable to expect of a beginner and be able to do satisfactory work under a system of assignments graded by definite standards.

The assignments to which I shall

now refer cover our general plan. They do not mean that drill is neglected or that there are not some exceptions to prove the proverbial rule.

Our assignments are made on a weekly basis. Monday we give a brief summary of the week's requirements. **Weekly Assignments** We then develop the lesson for the day, or for several days if the assignment is of the type which will permit it. No work is assigned for grade 5, as that is the failing grade.

As the days go by, we develop the new points or strengthen the weak ones. All students have the advantage of knowing much of each division of the work, although many may not complete the requirements for grades 2 and 1.

Some assignments mean a greater amount of work of a type similar to that included in grades 4 and 3. This is true in such lessons as those given in billing in the Rational text.

The work assigned for grades 4 and 3, which really covers the minimum, is of the representative type usually a little heavier in quantity than that demanded for grades 2 and 1. Assignments from the *Gregg Writer* are frequently made for the two higher grades.

Some teachers may feel that this system will tend to increase the number of 3s and 4s—that it will develop a spirit of "just enough to get by." After using this plan for more

than two years we feel quite the opposite. The students are happy to announce, "I have completed my 3, 2, or 1 work."

Our standards as to quality and number of copies required seem similar to those of other schools with which we are familiar.

How do our tests fit into the scheme? In general, we follow the rule of one

ten- or fifteen-minute test each week. A satisfactory grade does not disturb the week's grade—an unsatisfactory grade automatically lowers the grade one point. In our test requirements at least five satisfactory grades must be made each quarter. International rules are used for accuracy checking and the speed is fixed according to the number of the semester.

### TYPICAL ASSIGNMENTS

(Based on *Rational Typewriting, 1917 Edition*\*)

#### 1B—TENTH WEEK

Presentation of paragraph indention by use of tabulator

Lesson 5 Ex. 1 Omit every other group

Ex. 3a

Ex. 3b

Three copies of each of the above, at least one perfect for a grade of 4

Plus Lesson 5 Ex. 3c, for a grade of 3

Plus 5a+5b+5c Words of High Frequency for a grade of 2

Plus 5c+5d Words of High Frequency for a grade of 1.

(Note: 1B is first semester and 1A is second semester)

#### 1A—EIGHTH WEEK

Model page 53 and Lesson 30, Ex. 1 for a grade of 4

Plus Lesson 30 Ex. 2, for grade 3

Plus Lesson 30 Ex. 3, for grade 2

Plus Lesson 30 Ex. 4, for grade 1

In all of the above assignments it is necessary for the students to work out the correct settings. Carbon is not used in this week's work but an

\*Since New Rational has been introduced this same method of assignment is used, presumably, with the new content—Editor.

envelope is written for each perfect letter. All letters must be perfect in order to receive credit.

A ten-minute test is required this week. (This year the material selected was "Shadows.")

#### 2B—EIGHTH WEEK

Organ Recital—Local newspaper clipping of program—Page 117, for grade 4

Plus January, 1923, *Gregg Writer* C. T. Test Paragraphs 1, 2 and 3, for grade 3

4, 5, 6 and 7, for grade 2

8, 9 and 10, for grade 1

All of this assignment had to be perfect before any credit was given.

The regular weekly test is part of the work.

#### 2A—SIXTH WEEK

Page 154, Bill No. 2

Senior O. A. T., page 517, August, 1923, *Gregg Writer* for grade 4

Plus Page 154, Bill No. 8, for grade 3

Plus C. T. Test, August *Gregg Writer* Paragraphs 1 and 2, for grade 2

Plus C. T. Test, August *Gregg Writer* Paragraphs 3 and 4, for grade 1

Weekly test also required.

"When a human being discovers himself, he has made his greatest discovery."

—Doctor E. B. Bryan,  
President, Ohio University

# An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand

Initiated and Conducted Under the Supervision of

Frances Effinger-Raymond and Elizabeth Starbuck Adams  
Wellesley, B. A., Columbia, M. A.

(Continued from the November issue)

**I**F you take time to analyze the words in Test One you will realize that this test presents in tabloid form all variations in the joinings of the circle and hook vowels with curves and straight lines. The

**Resumé of groupings under the Test One specific principles as developed in the Manual**

are for the convenience of the teacher in tabulating the faults of the individual students and of the class as a whole. This test and the subsequent ones are based on the assumption that a chain is only as strong as its weakest link. So the demons of both shorthand and spelling appear in all these tests. If the demons are conquered, the lesser pixies give no trouble. The errors on each paper point clearly to the weak links. It is therefore an important feature of the value of these tests that the papers be most carefully checked, tabulated, and interpreted. "Hours of hard work," the teacher says shudderingly. "Not for me! I already have much more than I can do as it is. I assume no extra burdens." All our sympathy to her—but—why not use the students for all the detail work?

The power to organize and the power of self-criticism are fundamental to success in any line of work. Both powers grow only from clear thinking and an ever-increasing sense of val-

ues. To our way of thinking the teacher of elementary shorthand has a fine opportunity to develop these specific powers through a wise use of this test material. It takes system and care to prepare the students' papers for taking the test. The orders of the teacher, however clearly given, require concentrated attention to detail in working them out. Checking the errors in the left-hand column de-

**Correcting Papers in Class Time** velops power to judge good shorthand; checking the errors in the right-hand column calls attention to spelling; the tabulation of results teaches system. To do all this demands control and patience if the work is to be done neatly and accurately. It may take twenty minutes of the class hour to correct twenty papers. This is cheaper to the school than four hundred minutes of the teacher's high-priced time. If the checking by the student had no training value whatsoever it would still be advisable in the saving of the vital energy as well as actual hours of the teacher. As a matter of fact, such checking develops the power of systematic organization as will no other school activity except the social activities of the extra-curriculum functions. The final interpretation of the findings is the special function of the teacher, a fascinating task if all

the drudgery of checking has been lifted from her over-burdened shoulders.

Here are some analyses of actual papers with possible interpretations that may be suggestive. Your own interpretation will be keen-

er than ours because of your knowledge of the personalities of your pupils.

Class as a whole would benefit by drills on phonetic values, with the use of diacritical marks, and needs to be held to strict account in spelling. The written transcription of dictated word-lists would be the simplest means of accomplishment.

#### ERRORS MADE ON TEST ONE

PUPIL	ERRORS	WORDS 1-25	26-50	51-75	76-100	TOTAL
A	Shorthand	1	2	4	2	13
	Transcription	1	4	3	6	14
B	Shorthand	0	0	1	1	2
	Transcription	3	1	2	6	12
C	Shorthand	0	0	1	1	2
	Transcription	5	4	4	9	22
D	Shorthand	0	4	6	1	11
	Transcription	3	6	7	11	27
E	Shorthand	5	0	5	0	10
	Transcription	3	6	6	10	25
F	Shorthand	0	0	3	2	5
	Transcription	4	3	4	10	21

#### INTERPRETATION

- A—Errors in shorthand fall in Groups 7, 20, 22-23. Errors in transcription show a tendency to misread circle vowels even though correctly proportioned. Needs phonetics.
- B—Eight of the transcription errors are in spelling. Obviously needs to be held to strict account in spelling.
- C—Good outlines of superior quality. Confusion in reading vowels, especially hook vowels. No diacritical marks used. Needs stiff drill in phonetic values.
- D—Shorthand mediocre, errors under 6-d, 6-e, 8, 20, 22-25. Errors in transcription are largely due to faulty proportions. Needs extra penmanship.
- E—Shorthand errors in 6-b and 8. Confusion on y and w. Failure to use diacritical marks one cause of error. Needs phonetic drills.
- F—Transcription errors due to failure to use diacritical marks and poor spelling.

## Report of an Investigation to Establish Scientific Norms— Test Two

By Elizabeth Starbuck Adams

THE total number of papers given a score was 913. The median error score was 58. Twenty-five per cent, representing the superior group, scored 3 errors to 33 errors. Though this test is unquestionably harder than either Test One or

Test Three, the showing of the superior group is only slightly poorer than in Test One.

We ascribe the apparent difficulty in this test to the increased complexity of the vocabulary in the word list. Later we hope to make an analysis of the errors that will show whether or

not this contention is true. We feel, too, that the sort of drill suggested to follow Test One will materially improve records made on Test Two.

Following the procedure of the report on Test One we offer the tables

of results on the following page. In testing your own class, remember that medians are the standard of mediocrity and that the minimum scores are the standard of superior achievement. Below is the test:

## Elementary Shorthand—Diagnostic Test Two

Based on Gregg Shorthand Manual Lessons 5-7

### PART I—WORD LIST

(Read down. Do not mention grouping to illustrate theory.)

S	faith	PREFIX	DIPHTHONGS	
sweet	path	exceed	diet	genteel
swim	stealth	enrolling	mouth	appendix
swell	oath	expending	Eugene	editor
switch	throat	embossing	piano	famine
splits	teeth	complex	radio	cheapened
soars	earth	contingent	Genoa	custody
slams	thief	dependent-	via	romance
siege	Z	counsel	poem	women
navos	fussy	comply	iota	common
applause	fuzzy	increase		memorize
stuffy	grace	imploing	BLENDS	ominous
suits	graze	unfit	bulletin	detection
sobs	X-SES	SUFFIX	condensation	PAST TENSE
sofas	fix	only	estimate	.demanded
scratches	fixes	calmly	temper	haunted
gracious	waxes	promptly	diadem	invited
goose	races	mentally	wintry	printed
sabre	NG-NK	divinely	sentence	divided
sphere	wrong	easily	rhymed	
TH	mink	cushion	joined	
bath	clink	division	seated	
though	bang	explosion	creative	

(99)

TIME FOR DICTATION.....min.....sec.

### PART II—SENTENCES

(Dictate punctuation—and try to keep the rate of dictation even with only very short pauses.)

Everything you said in the course of your long speech | made us desire to assist the business of our company. | There were not so many ladies at the society as | we were willing to receive. Please wire me fully, giving | all data in regard to the inclosed list, for I | wish to appoint a new state agent this month. Allow | us to ask what you think about the wreck of | that great ship. (73)

TIME FOR DICTATION.....min.....sec.

The drills that are built on some principle of motion establish the analogy of a uniform direction in motion

### Suggestions for Drills that Anticipate Difficulties

and help establish the less facile joinings or avoid the forming of common errors. Use contrast in proportion but not contrast in motion. That is another type of drill. Illustrations: *custom, goose, customer, customary, custard, custody, goose-egg, gusty, gush, gustatory; swing, swang, swung, swim, swam, sweet, Swede, sweat; swear, sweep, swale, swallow, sworn; swig, swag; witch, switch.* By assigning two or more words as the unit for repetition the practice in penmanship becomes less mechanical. Such sug-

gested units are as follows: *sob-sop-sofa; piano-create-creative; promptly; diel-diadem; Latin-litany-bulletin; oath-want-haunted; unfit-invite-unfitted-invited; expend-exceed-except-exhale; stuff-stuffy-tough; complex-completion; embossing-imposing; expending-explosion; printed-branded; condensation-compensation; wintry-sentry-sentence; depend-appendix.*

For contrast in motion, that is, change in direction, be sure to drill on words like *lady-ladies, kitty-kitties, ponies, money-monies, treaty-treaties, enemy-enemies, idea-ideas.* There are many of these words that need specific drill. We assume that this material is dictated and speed in stroking quickened by the voice.

There must be instant, quick re-

## Test Two Scores

TABLE II—A

(Based on records of 64 sets of papers)

UNIT OF MANUAL LESSONS 5-7	SCORE		RANGE OF 25%	
	MINIMUM	MEDIAN	SUPERIOR	GROUP
No. of recitations (Lessons 1-7)	33	55	33-50	
Word Dictation	4'15"	12'	4'15"-9'50"	
Sentence Dictation	1'20"	3'10"	1'20"-2'37"	
Low error score	3	17	3-11	
Median error score	20	50	20-37	

TABLE II—B

(Superior records of actual achievement to be considered Standard)

	NUMBER OF PAPERS	LOW ERROR SCORE	MEDIAN ERROR SCORE	RATE DICTATION WORDS	RATE DICTATION SENTENCES	NUMBER OF RECITATIONS
1.	3	18	20	16'10"	3'8"	50
2.	17	10	25	17'3"	2'15"	60
3.	11	4	25	17"	3'30"	80
4.	31	10	28	10'15"	2'23"	80
5.	16	8	30	13'	5'10"	52
6.	21	4	30	12'13"	3'48"	40
7.	14	17	33	10'20"	2'30"	60
8.	11	8	33	11'10"	3'	35
9.	14	12	34	20'	4'	55
10.	10	19	34	15'30"	4'30"	45
11.	9	11	35	5'2"	3'	88
12.	15	10	35	13'	3'10"	60
13.	27	4	35	12'	3'	118
14.	25	3	37	9'26"	3'8"	75
15.	11	27	37	4'20"	1'45"	33



sponse in reading or writing word-signs. In presenting a wordsign, first write the word in full, then in the accepted form; contrast the number of strokes; analyze the accepted form, and then drill in context, phrase after phrase, sentence after sentence. Have "Graded Readings" read, silently, orally, and then in written transcripts. Use penmanship drills to reduce effort of writing, and illustrate proportions: *which-judge-change, were-where, write-light-like, perfect-prove*. Use the material in "Word and Sentence Drills" (Markett) to reinforce wordsigns. They are worse then useless half-learned. Avoid drill on wordsigns that is like drill on spelling lists. Word-signs are best drilled on in context. After any drill that is really a penmanship drill, follow with dictated sentences using the same words.

Avoid forming habits of SLOW-

NESS. When a teacher takes seventeen minutes to dictate a list of words that the student transcribes in ten minutes, that **Rate of Dictation** teacher is forming a habit of slowness. Don't do it.

Get good form under the stimulus of quick dictation. If the student never learns to write slowly, it will not occur to him that it is possible. Use every sort of easy phrasing in dictation, thus building up the elements of real speed.

Do not sacrifice your swift writers to your slow writers. Divide the class as soon as the need is apparent, always permitting the slow writers to try the fast dictation, but giving the weaker writers a chance to find their own rhythm and build on that. This avoids a lot of fumbling in the beginning. Often the quicker students can take care of their own dictation, leaving the teacher free to build up the slower students.

*(To be continued next month)*



## Teaching the Vowel Marks

*(Concluded from page 112)*

latter point isn't of so much importance in getting the final results as it is in getting them with less effort on the part of both teacher and student. The interesting part of this teacher's letter was that about the method of teaching the vowels in the early lessons. If some other teachers are also teaching the vowels without the diacritical marks in the early lessons, it would be very interesting if they would write to this magazine with a description of just what they are doing in this line so

that these letters might be published. It would be interesting, too, if some of the teachers who make such a point of insisting upon the accurate application of these diacritical markings by their pupils would inquire from some of their students who have been doing stenographic work for a year or more (1) Whether the stenographer still remembers any of the diacritical markings, and (2) How many times she has ever needed to use them.

## National Conferences on Secretarial Training

Held at Boston, October 26-27, 1923

Report by Rupert P. SoRelle

THE conference, which was the first looking toward a crystallization of thought on the question of secretarial training, was called by the United States Bureau of Education in coöperation with Boston University, and in connection with the celebration of the Fiftieth Birthday Anniversary of Boston University. It had been announced by the chairman of the conference, Dr. Glenn Levin Swiggett, of the United States Bureau of Education, that the general topic of the conference was to be "Practices and Objectives in Training Secretaries."

Mr. Harry Loeb Jacobs, president of Bryant and Stratton College, Providence, was chairman

**Morning Session** He read one of the most constructive papers of the conference. As the school of which Mr. Jacobs is president has specialized for many years on a very high type of secretarial training, his paper dealt largely with the objectives in his school and what had to be accomplished. His paper appears as our leading article this issue.

Mr. Edward J. McNamara, administrative assistant, Girls' Commercial High School, Brooklyn, discussed the topic from the viewpoint of the public school. Mr. McNamara said:

The high school does not look upon the secretarial position as one that is attained merely through experience of years in an office until promotion comes as head stenographer; it does not view the position as one that can be gained as a result of technical efficiency of the highest order, the ability to take dictation and transcribe letters, to take care of office routine. It sees the problem as one in which all the objectives of a high school education are functioning. For

the secretarial course in high school we may state these objectives under four heads: (a) education in general; (b) technical efficiency; (c) character and personality; (d) attitude toward work and employer. The educational objective is the goal which enables the secretary to understand and interpret his environment in business; technical efficiency consists in training in shorthand, typewriting, accounting, business practice in all its elements from a secretarial point of view in a superior degree.

Mr. McNamara laid great stress on character training. He said that in our high schools "we have tried to give this training (secretarial) through the adoption of what has been called laboratory methods. We have tried to change the classroom into a business office and have tried to get the business atmosphere." He compared this method with the methods in professional schools.

Mr. H. E. Bartow, secretary of the Peirce School of Business Administration, Philadelphia, discussed the problem from the point of view of the private school. He said, "The problem of secretarial training can be solved only when we know all those who employ secretaries especially. Instead of setting up a standard, the school must meet a requirement." He classified secretaries as, "the stenographic secretary," "the executive secretary," "the office secretary," "secretaries to public men," and outlined the courses and training necessary in each case to meet the classification.

It would be impossible to do justice to Mr. Bartow's paper by making extracts, and we hope to run a summary of it in a forthcoming number of the *American Shorthand Teacher*.

Mr. C. M. Grover, head of the Commercial Department, Roxbury High School, Boston, discussed the papers read by Mr. Jacobs, Mr. McNamara, and Mr. Bartow. At the outset he said:

Secretarial training in the high school for the most part is dealing in the future values. Whatever information and skill is there given is not to be relied upon to secure at once a position of preferment, but will be used to demonstrate in inferior positions a capability which attracts notice under competition and leads to larger opportunity. But this demonstration of superior ability in ordinary routine requires certain qualities of character that must accompany technical skill, and it is the possession or the lack of these qualities of character which determines advancement into executive responsibility. . . . Any school that can impart or develop them has a secret power which would make further advertising unnecessary. Successful training of secretaries as a uniform product therefore presupposes some kind of selective process.

He thinks that eventually a high school diploma will be a requisite to such training. Continuing he said:

The aim of the secretarial course in a secondary school is to start its students along a path which leads somewhere provided it is pursued to its destination. The course must be vocational in its description of the path, technical in its gift of equipment for mastering the difficulties of the journey, and social in its provision of adequate qualities of character for its pursuit.

Mr. Grover said that shorthand and typewriting are the basis of a course in secretaryship. Added to this must be skill in office routine and initiative in assembling and disposing of office records and reports.

Mr. Edward H. Eldridge, director of the School of Secretarial Studies, Simmons College, as  
**Afternoon Session** Chairman presided over the afternoon session.

Dr. Eldridge, in his opening remarks, told of the objectives of the secretarial studies course in Simmons College, which offers a four-year course of secretarial training. One

of the most interesting features of Dr. Eldridge's paper was the analysis of the kind of work in which the graduates of the college eventually found themselves. Only a small proportion were actually acting as secretaries—in the sense in which the term is commonly understood—but it was through the training they had received, through the opportunities this training had given, that they were promoted to positions where the great power that a college course had given them was available and utilizable to the fullest extent.

Mr. W. R. Wagenseller, director of the School of Business Administration, Drexel Institute, Philadelphia, gave a most profitable paper on the subject of secretarial training in colleges and universities. We hope to summarize this paper also in an early number.

He was followed by Miss Mary Breed, director of the Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh. Miss Breed treated the subject in its broader educational aspects. Her address, as well as that of other speakers on this subject, was illustrative of the very wide range of activities and education the term "secretary" connotes.

Mr. Edward Kilduff, chairman of the department of Business English, School of Commercial Accounts and Finance, New York University, discussed a successful curriculum for students planning to become private secretaries in business. A summary of Mr. Kilduff's address will appear later.

Miss Ann Brewington, of the Division of Secretarial Training, College of Commerce and Business Administration, University of Chicago, discussed the general topic under the

title of "The Secretarial Division." She said:

Secretarial Training is one of the three divisions of The School of Commerce and Administration, The University of Chicago. The School of Commerce and Administration is an undergraduate-graduate school. It assumes the responsibility of giving as adequate training as it is practicable to give in four years for those who cannot attend for a more extended period. It places its emphasis, however, upon a five-year training period for those whose entire course is taken under its staff, and upon graduate training for those whose undergraduate work has been taken at another institution.

The curriculum represents an analysis of the *functions* of the business manager and the fields of study which prepare for these functions. In general terms, the hypothesis upon which the curriculum is built is this: Since it is becoming increasingly clear that thorough training is necessary for the highest success in secretarial positions, provision has been made for (a) a well-rounded general education including training in English Composition and modern languages, and (b) a central core of subjects to provide the basic training necessary for any type of secretarial work.

One of the significant features in the organization of the curriculum is the emphasis placed upon fundamentals rather than upon technique. Emphasis is placed upon the *what* and *why* of business administration. The *how* is used as case and problem material to bring out the fundamental issues. The school recognizes that the technical phases of business vary from industry to industry, and, indeed, from plant to plant and that it should therefore place its emphasis upon those *basic functions* of administration which are common to all business enterprises. It has accordingly developed a functional approach to training. The policy of the school is an individualized curriculum for each student rather than rigid courses of study for groups of students.

"Preparation for Trade and Civic Secretarial Careers" was the title of an enlightening paper contributed by Mr. Charles M. Thompson, Dean of

the College of Commerce and Business Administration, University of Illinois, Urbana. His paper was another illustration of the comprehensive term Secretary. By way of introduction, he said:

In the College of Commerce and Business Administration of the University of Illinois are twelve rather closely related curricula that cover four years of work and lead to the degree of Bachelor of Science (B. S.). One of these is the Curriculum for Trade and Civic Secretaries; the chief purpose of this curriculum is to group those subjects of study and inquiry which seem best fitted to train college men and women for technical leadership in Chambers of Commerce and trade organizations. A second purpose is to make our graduates better and more appreciative members of the various organized groups with which, as business men, they may reasonably expect to become affiliated. The purpose in giving our students an opportunity for secretarial training, therefore, is dual. We attempt, on the one hand, to teach the fundamentals of technique; on the other, to give some notion of the basic principles that underlie present-day trade and civic organizations whose objective is wholly or partially social, or entirely individual or group.

After giving a general description of the course offered, with various modifications, he continued:

Technical preparation for trade and civic secretaries would be of much greater value, I feel, if it could be postponed beyond the bachelor's degree, for in my experience, a year of graduate work is ordinarily more maturing than several years of undergraduate work. Also, if it be kept in mind that the typical trade or civic secretary has less direction from his employer than is usually the case in lines of general business, the need for additional training and maturity becomes greater. The ideal toward which the University of Illinois is working in the matter of training trade and civic secretaries is in this direction. We dream of the day when we can furnish trade organizations and Chambers of Commerce with an adequate supply of young men and women properly trained as undergraduates in economics and allied subjects who have had at least a year's graduate work in the particular field which they expect to enter.

So far we have been able to do practically nothing in the way of securing apprenticeship training for inexperienced men and women who are planning to go into trade secretary positions.

This, I have no doubt, will come in due time, when trade organizations realize the importance of professional training in their particular fields.

The discussion on the general topic of the afternoon was opened by Miss Katherine C. Reiley, Assistant to the Director, University Extension, Columbia University, New York City.

The general topics at the conference dinner which was in charge of a

**Informal** local committee consisting of Dean T. **Dinner** Lawrence Davis, chairman; Dr. Edward H. **Conference** Eldridge, and Mr.

Charles S. Rittenhouse, was "Objectives of Secretarial Training." Mr. Craydon Stetson, president of the Salem Trust Company, proved to be a most popular toastmaster.

Mr. Arthur L. Church, secretary of the Baldwin Locomotive Works, Philadelphia, discussed the business secretary—that is, the secretary of a corporation. His address was mainly along the line of personal experiences, and followed in general the high points brought out in his book on the subject of secretaryship.

Mr. Harold S. Lettenheim, president of the American Education Bureau, New York City, discussed "Business Organization" from the secretarial viewpoint, and Miss Mina Kerr, executive secretary of the American Association of Universities for Women, Washington, D. C., discussed the secretary in educational and social organizations.

Mr. Charles L. Swem, managing editor of the *Gregg Writer*, formerly personal stenographer to ex-President Wilson, spoke on the secretary to men in public life. Mr. Swem not only discussed in detail the concrete qualities needful for the secretary to a public man, but maintained the interest of his hearers by many dramatic illus-

trations of secretarial duties performed under difficulties while he was with Woodrow Wilson abroad and in the United States.

Mr. Charles T. Platt, of Fisher Business College, Somerville, Massachusetts, well-

**Summing Up** known writer on **of Conference** shorthand and commercial subjects, has contributed a very graphic summing up of the conference, with his own impressions and comments, which we give. Mr. Platt says:

On Friday and Saturday (October 26 and 27) the National Conference on Secretarial Training, called by the United States Bureau of Education in cooperation with the College of Secretarial Science of Boston University, met in the rooms of the University on St. Botolph street to consider the essential qualifications of a good secretary and the extent to which the schools and colleges can confer such qualifications.

Men and women from all parts of the country gathered to contribute their quota to the solution of this problem. All honor to them for their personal sacrifices on the altar of the public good! "It is more blessed to give than to receive" is not a hollow utterance; it is the truest of truisms, and I envy those able and interesting speakers the happy thrills that must have been evoked by the well-earned plaudits—an imperishable reward because stamped on the soul!

Of course, according proper credit to sincerity does not imply implicit acceptance of all the views of the various speakers. A few notes struck me discordantly. My mind is of the nature of a shot tower—the thoughts appealing to me drop through the holes into my consciousness, and the rest wobble off into the discard. Therefore, as a rule, I do not find it necessary to take written notes—my mind retains what it deems worthy of consideration.

Latin was one of the points given considerable prominence in the consideration of the school training of the prospective secretary. I have given this subject much thought during the past thirty years of teaching, and it is my conviction that the teaching of Latin in the High Schools unprofitably diverts time, thought, and energy both on the part of teacher and pupil from more important channels. Very little Latin can be learned in the High School course, and only about five per cent carry on to the higher colleges. The other ninety-five per cent have but little to show for their efforts—the impressions being weak,

soon fade away. Most of the Latin and Greek that enter into English construction may be agreeably taught through the prefixes and suffixes; and as the unabridged dictionaries include these prefixes and suffixes in their definitions, the memory is constantly reinforced. I recall a High School pupil who graduated with honors who could not analyze the word "autobiography." And within the last few days I heard a preacher admit from the pulpit, when he received the diploma for his A. B. degree, he could not read the Latin in which it was couched.

It is argued that the pupil receives ample compensation from the mental discipline which the study confers; but I claim that as good discipline ensues from other more practical studies such as English composition, History, Biography, Literature, Economics, Arithmetic, Geography, Shorthand, Typewriting, not forgetting Reference ability (knowing where to look for any desired information, as touched on in Elbert Hubbard's "Message to Garcia"). Cutting out Latin (and don't permit Algebra to escape the knife) would allow more time for strengthening the subjects above enumerated.

and, with the foundation thus laid, the High School graduate possessed of native ability is prepared to enter a secretarial position with some hope of earning profitable advancement. But the *native ability* must be there, backed up by unremitting study and acquirement of all the details of the position. And as these details vary with each position, it is evident that no college can enact the Jupiter-and-Minerva stunt and project a fully-fledged secretary from its precincts. Many an employer, indeed, prefers his embryo secretary has a little less college-conferred *vocational* training which must be *unlearned* because unadaptable to his work, and possessed in lieu thereof a little *more* of the cultural.

The preceding remarks must not be construed as disparaging the supplementary work of such meritorious schools as the Boston University School of Secretarial Science; but such extra training is beyond the reach of thousands of bright High School graduates, and could safely be dispensed with if the High School courses were a little more selective and administered on the plan of the survival of the fittest subjects.



### Secretarial Training

(Continued from page 116)

of a stenographer is sometimes questionable, and reluctantly acquiesced to, if necessary; hence the need of stenographic training becomes almost indispensable.

Bookkeeping and accounting will also be found desirable tools. In order for the secretary to understand intelligently the financial features of a business, he or she must be familiar with financial training. A course in

filing, salesmanship and personal efficiency will be found desirable additions to accounting. The secretary, in order to understand the business he is working in, should gain a little knowledge of every department in the business. It will be found true that there is no greater advantage than to "Know something of everything and everything of something."

The Offices of the American Shorthand Teacher and the Gregg Writer  
will move back to New York City, January 1, 1924

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# DICTATION MATERIAL



to Shorthand Plates in  
**The GREGG WRITER**

## *The Open Hearth*

*A Story of Pete of the Steel-Mills and  
His Fellow-Workmen*

By Herschel S. Hall

*Reprinted in shorthand from April, 1910, Scribner's, by  
special permission of the publishers*

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It was a very black and a very dirty street down which I made my way that November morning at half-past five. There was<sup>25</sup> no paving, there was no sidewalk, there were no lights. Rain had been falling for several days, and I waded through seas of mud and<sup>40</sup> sloshed through lakes of water. There were men in front of me and men behind me, all plodding along through the muck and mire, just<sup>75</sup> as I was plodding along, their tin lunch-pails rattling as mine was rattling. Some of us were going to work, some of us were<sup>100</sup> going to look for work—the steel-mills lay somewhere in the darkness ahead of us.

We who were not so fortunate as to possess<sup>125</sup> a magical piece of brass, the showing of which to a uniformed guard at the steel-mills' gate would cause the door to swing open,<sup>140</sup> waited outside in the street, where we milled about in the mud, not unlike a herd of uneasy cattle. It was cold out there. A<sup>175</sup> north wind, blowing straight in from the lake, whipped our faces and hands and penetrated our none-too-heavy clothing.

"I wisht I had a<sup>300</sup> job in there!" said a shivering man at my side, who had been doing some inspecting through a knothole in the high fence. "You got<sup>225</sup> a job there?" he asked, glancing at my pail.

I told him I had been promised work and had been ordered to report.

"You're lucky<sup>260</sup> to get a job, and you want to freeze on to it. Jobs

ain't to<sup>15</sup> be any too plentiful this winter, and if this war<sup>275</sup> stops—good night! I've been comin' here every mornin' for two weeks, but I can't get took. I reckon I'm kind o' small for most<sup>300</sup> of the work in there." He began to kick his muddy shoes against the fence and to blow upon his hands. "Winter's comin'," he sighed.<sup>325</sup>

A whistle blew, a gate swung open, and a mob of men poured out into the street—the night shift going off duty. Their faces<sup>350</sup> looked haggard and deathly pale in the sickly glare of the pale blue arcs above us.

"Night-work's no good," said the small man at<sup>375</sup> my side. "But you got to do it if you're goin' to work in the mills."

A man with a Turkish towel thrown loosely about<sup>400</sup> his neck came out of the gate and looked critically at the job hunters. He came up to me. "What's yer name?" he demanded. I<sup>425</sup> told him. "Come on!" he grunted.

We stopped before the uniformed guard, who wrote my name on a card, punched the card, and gave it<sup>460</sup> to me. "Come on!" again grunted the man with the towel. I followed my guide into the yard, over railroad tracks, past great piles of<sup>475</sup> scrap-iron and pig metal, through clouds of steam and smoke, and into a long, black building where engines whistled, bells clanged, and electric cranes<sup>500</sup> rumbled and rattled overhead. We skirted a mighty pit filled with molten slag, and the hot air and stifling fumes blowing from it struck me<sup>525</sup> in the face and staggered me. We crept between giant ladles in whose depths I could hear the banging of hammers and the shouting of<sup>550</sup> men. We passed beneath a huge trough through which a white, seething river of steel was rushing. I shrank back in terror as

the sound<sup>975</sup> of the roaring flood fell upon my ears, but the man with the towel, who was walking briskly in front of me, looked over his<sup>960</sup> shoulder and grunted, "Come on!"

Through a long, hot tunnel and past black, curving flues, down which I saw red arms of flame reaching, we<sup>925</sup> made our way. We came to an iron stairway, climbed it, and stepped out upon a steel floor into the open hearth. "Come on!" growled<sup>940</sup> my guide, and we walked down the steel floor, scattered over which I saw groups of men at work in front of big, house-like<sup>975</sup> furnaces out of whose cavernous mouths white tongues of flame were leaping. The men worked naked to the waist, or stripped to overalls and undershirt,<sup>700</sup> and, watching them, I began to wonder if I had chosen wisely in seeking and accepting employment in this inferno.

"Put yer pail there. Hang<sup>725</sup> yer coat there. Set down there. I'll tell the boss ye're here." And the man with the towel went away.

I was sitting opposite one<sup>750</sup> of the furnaces, a square, squat structure of yellow brick, built to hold seventy-five tons of steel. There were three doors on the front<sup>775</sup> wall, each door having a round opening in the center, the "peep-hole." Out through these peep-holes poured shafts of light so white and<sup>900</sup> dazzling they pained the eye they struck. They were as the glaring orbs of some gigantic, uncouth monster, and as I looked down the long<sup>925</sup> line of furnaces and saw the three fiery eyes burning in each, the effect through the dark, smoke-laden atmosphere was grotesquely weird.

I watched<sup>940</sup> a man who worked at one of the doors of the furnace nearest me. He had thrust a bar of iron through the peep-hole<sup>975</sup> and was jabbing and prying at some object inside. Every ounce of his strength he was putting into his efforts. I could hear him grunt<sup>900</sup> as he pulled and pushed, and I saw the perspiration dripping from his face and naked

arms. He withdrew the bar—the end that had<sup>925</sup> been inside the door came out as white and as pliable as a hank of taffy—and dropped it to the floor. He shouted some<sup>950</sup> command to an invisible person, and the door rose slowly and quietly, disclosing to me a great, snow-white cavern in whose depths bubbled and<sup>975</sup> boiled a seething lake of steel.

With a quick movement of his hand the workman dropped a pair of dark-colored spectacles before his eyes,<sup>1000</sup> and his arms went up before his face to shield it from the withering blast that poured out through the open door. There he stood,<sup>1025</sup> silhouetted against that piercing light, stooping and peering, tiptoeing and bending, cringing and twisting, as he tried to examine something back in the furnace. Then<sup>1050</sup> with another shout he caused the door to slip down into its place.

He came walking across the floor to where I sat and stopped<sup>1075</sup> in front of me. The sweat in great drops fell from his blistered face, ran in tiny rivulets from his arms and hands, and splashed<sup>1100</sup> on the iron floor. He trembled, he gasped for breath, and I thought he was going to sink down from pure exhaustion, when, to my<sup>1125</sup> surprise, he deliberately winked at me.

"Ought never to have left the farm, ought we? Eh, buddy?" he said with a sweaty chuckle. And that<sup>1150</sup> was my introduction to Pete, the best open-hearth man I ever knew, a good fellow, clean and honest.

"Mike, put this guy to wheeling<sup>1175</sup> in manganese," said a voice behind me, and I turned and saw the boss. "Eighteen hundred at Number Four and twenty-two hundred at Number<sup>1200</sup> Six."

"Get that wheelbarrer over yender and foller me," instructed Mike, a little old white-haired Irishman who was, as I learned afterward, called "maid<sup>1225</sup> of all work" about the plant. I picked up the heavy iron wheelbarrow and trundled it after him, out through a runway to a detached<sup>1250</sup>

building where the various alloys and refractories used in steel-making were kept.

"Now, then, you load your wheelbarrow up with this here ma'ganese and<sup>1275</sup> weigh it over on them scales yender, and then wheel it in and put it behind Number Four," Mike told me.

"Why is manganese put<sup>1300</sup> into steel?" I asked Pete on one of my trips past his furnace.

"It settles it, toughens it up, and makes it so it'll roll,"<sup>1325</sup> he answered.

A few days later I asked one of the chemists about the plant the same question. "It absorbs the occluded gases in the<sup>1350</sup> molten steel, hardens it, and imparts the properties of ductility and malleability," was his reply. I preferred Pete's elucidation.

All day I trundled the iron<sup>1375</sup> wheelbarrow back and forth along the iron floor, wheeling in manganese. I watched the powerful electric cranes at work picking up the heavy boxes of<sup>1400</sup> material and dumping their contents into the furnaces. I watched the tapping of the "heats," when the dams holding in the boiling lakes would be<sup>1425</sup> broken down and the fiery floods would go rushing and roaring into the ladles, these to be whisked away to the ingot molds. And I<sup>1450</sup> watched the men at work, saw the strain they were under, saw the risks they took, and wondered if, after a few days, I could<sup>1475</sup> be doing what they were doing.

"It is all very interesting," I said to Pete, as I stood near him, waiting for a crane to<sup>1500</sup> pass by.

He grinned. "Uh-huh! But you'll get over it. 'Bout to-morrow mornin', when your clock goes rattlety-bang and you look to see<sup>1525</sup> what's up and find it's five o'clock, you'll not be thinkin' it so interestin', oh, no! Let's see your hands." He laughed when he saw<sup>1550</sup> the blisters the handles of the wheelbarrow had developed. (1559)

(To be continued next month)

### *The Easterner's Prayer*

I pray the prayer the Easterners do—  
May the peace of Allah abide with you.  
Wherever you stay, wherever you go.  
May the beautiful palms<sup>20</sup> of Allah grow.  
Through the days of labor and nights  
of rest  
May the love of sweet Allah make  
you blest.

So I touch my<sup>30</sup> heart, as the Easterners do—

May the peace of Allah abide with you. (63)

### *Lesson XVII*

#### WORDS

Daringly, kilogram, granulate, disqualification, graphical, judgeship, falsehood, inoculation, inflammability, increasingly, logicalness, sainthood, volubility, quakingly, philosophical, radicalism, waywardness, oratorical, theatrical, savingly, nullification, perceptibility. (22)

#### SENTENCES

The eligibility of the radical was questioned by the brotherhood. Mr. Ludington of Effingham said he would not tolerate the waywardness of the youth. The<sup>25</sup> theatrical profession is holding a great jollification at Birmingham. Young Wellington took his winning of the oratorical contest in a very philosophical way. The inflammability<sup>40</sup> of the substances used makes the undertaking increasingly hazardous. How do you account for the osculation? (66)

### *Lesson XVIII*

#### WORDS

Insincerity, illegality, declivity, deformity, impetuosity, indemnity, gymnastics, lymphatic, pedantic, diagram, dictograph, histology, typographic, relativity, municipality, unsystematic, parenthetically, mineralogy, heretic, masculinity, reciprocity, rationality, triviality. (23)

#### SENTENCES

The counsel for the municipality detected the illegality of his scheme.

His sagacity and dexterity had much to do with his success in the debate<sup>25</sup> on reciprocity. The ornithologist says he does not indorse the speech on relativity. The unsystematic manner in which the typographical union conducted their election was<sup>50</sup> responsible for its illegality. Mr. Dillingham was unable to obtain an indemnity bond. (63)

### Lesson XIX

#### WORDS

Business manager, dry goods department, Chicago draft, and assure you that, couple of days ago, from the present time on, Lehigh Valley, I cannot be sure,<sup>25</sup> in reference to your account, inasmuch as, Michigan Avenue, of course it will be, Second National Bank, city of Baltimore, safeguarding the, to my mind,<sup>50</sup> stock company, to some extent, the least possible delay, there seems to be. (63)

#### SENTENCES

May we hear from you on the subject with the least possible delay, as this matter must be closed up at once. It is possible<sup>25</sup> that this agreement will be reached by to-morrow night, and we know you want to be in on the deal. We are organizing a stock<sup>50</sup> company to push this proposition, and you will hear from us again within a couple of days. Surely you have forgotten us, and we are<sup>75</sup> writing in reference to your account just to remind you that it is overdue, and we should appreciate a remittance by return mail if possible. (10)

### Lesson XX

#### WORDS

Apprehensive, adornment, cut-out, Cambridge, Massachusetts, dominion, Crawfordsville, Fort Wayne, glossiness, highway, Galveston, Lockport, Plainfield, Plattsburg, Hillsboro, Salisbury, Stratford, St. Lawrence, Annis-ton, Morristown, Grand View. (25)

#### SENTENCES

Major Johnson of Hillsboro will be

in charge of the camp at Plattsburg next summer. If your machine will give perfect alignment, we should appreciate<sup>25</sup> your having your representative call and give us a demonstration. The highway commission will prosecute all cases of reckless driving, especially where improper use is<sup>50</sup> made of the cut-out. Have you visited the drainage canal at Lockport? (63)

### Supplementary Lesson Drills—II

#### LESSON V

Zest, whiskey, wrath, weekly, Venus, unfair, tasty, tasks, thicket, topaz, saucer, scuttle, spacious, smoothly, spade, slot, singe, prank, psalm, oppress, inset, innings, grasp, compression. (24)

Russell must not lose the spade in the thicket. James said he thought the decision was unfair to his team. This salve is good for<sup>25</sup> eczema. They saw only seven innings of the baseball game. The husky lad grasped the rods as the train raced by. (46)

#### LESSON VI

Whine, Yuga, vitally, vouch, tiara, spout, showy, spire, spoiler, scion, recreation, radiation, rowdy, radio, pine, necktie, mobilize, iris, lariat, implied, groin. (21)

Fido will whine for a bone. How much recreation do you have? You must not allow the rowdy to spoil the wire coils for the<sup>25</sup> radio. Owen can throw the lariat well. You can see the pine trees towering high in the sky. (43)

#### LESSON VII

Captain, cinder, census, cadet, defile, domino, detour, genitive, flippant, island, homestead, intended, matinee, nominally, minutely, platen, stipend. (17)

The captain sent his men to the island. Moses is very fond of the study of Latin. Mr. Swinton, the gifted gentleman from Sweden, said<sup>25</sup>

he intended to take up a homestead to-morrow. The cadet played a good game of tennis. (41)

#### LESSON VIII

Adorn, attar, arnica, wharf, carder, bard, charm, circlet, converse, serenade, shatter, quarto, ordinate, vermin, verdure, warranty, spatter, pharmacy, margin, larder, hurdle. (21)

Charlotte will get the arnica from Mr. Bartelle at the corner pharmacy. The band will serenade them at the wharf. The farmer would not converse<sup>25</sup> with the warden. The verdure at this time of the year is so charming. (39)

#### *Nuggets of Wisdom*

Labor is discovered to be the grand conqueror, enriching and building up nations more surely than the proudest battle. (19)—*Channing*.

+ + +

Life is not so short but that there is always time enough for courtesy. (14)—*Emerson*.

+ + +

There are but two ways of paying debt: increase of industry in raising income, increase of thrift in laying out. (20)—*Carlyle*.

+ + +

People seldom improve when they have no other model but themselves to copy after. (14)—*Goldsmith*.

+ + +

The choicest pleasures of life lie within the ring of moderation. (11)—*Tupper*.

+ + +

No man, however great, is known to everybody, and no man, however solitary, is known to nobody. (17)—*Moore*.

+ + +

Blessed is the man who has a skin of the right thickness. He can work happily in spite of enemies and friends. (22)—*Henry Turner Bailey*.

#### *Business Correspondence*

##### *Letters Granting Allowances*

[From Gardner's Constructive Dictation, Page 64, Letters 2 and 4]

Mrs. Hans C. Lucier,  
Maple Leaf Farm,  
Sacred Heart, Minnesota.

Dear Madam:

It is too bad that you have been obliged to write us so<sup>25</sup> many times relative to the amount due you, but I feel your experience has been somewhat unusual.

I am very glad you wrote me personally,<sup>60</sup> and, for our not having settled with you sooner, please accept my apology.

You have been allowed for the

Mustard .....	.60
Barrette .....	.42
Buckwheat <sup>75</sup> .....	.67
Blue print paper .....	.48
Cheviot .....	.40
Postage .....	.25

making a total of \$2.82—inclosed in the form of<sup>100</sup> our check.

Very truly yours, (105)

Captain O. V. Waterson,  
Executive Officer, U. S. War  
Prison No. 6,

Lexington, Kentucky.

Dear Captain Waterson:

I am having an order entered to-day to<sup>25</sup> ship you by parcel post, all charges prepaid, five, size 34, cotton athletic shirts; two, size 32, athletic shirts; and 7 pairs of<sup>60</sup> black knee-length athletic pants. Shipment will go forward under invoice X464634.

Considering that<sup>75</sup> you placed your order with us at a time when prices were considerably lower, I am going to make an exception and send you this<sup>100</sup> shipment for the amount you allowed originally.

One of our latest No. 88 catalogs will be sent to you under separate cover, as you<sup>15</sup> request.

I am very sorry you have been put to so much trouble regarding your

order, and want you to know that your kind indulgence<sup>189</sup> and coöperation is sincerely appreciated.

Very truly yours, (158)

### *New Year's Eve*

*Some Reflections by Charlotte Urquhart*

It is New Year's Eve. The last guest has gone. All the good wishes have been said, and you are left tidying up bits and<sup>28</sup> putting straight the cushions and leaving your husband to his last cigar as you go up at last, rather weary, to your own little heaven<sup>40</sup> on earth—your own room. Slipping out of your frock, you let down your hair, sit down near the fire, and dream a bit. So<sup>75</sup> many New Years have passed in your life, and so many changes—so many dear ones "passed on." And in the firelight you see again<sup>100</sup> one New Year's Eve when you sat and chatted, perhaps, with someone you loved, who is now no more.

I see again, as I write<sup>128</sup> and remember, my mother—dear, wonderful woman, with her brain and charm and youth and vitality that never left her. I remember sitting at her<sup>180</sup> knees, and she brushing my hair, and I saying to her—"Oh! mother, don't you always burn to know what the New Year will bring?"<sup>176</sup> And I recall her dear voice as she smiled and said—"No; as the years pass we burn less to know what will happen, but<sup>200</sup> we long more deeply to fill our days well. Don't always worry what life can bring to you, but try to plan all you may<sup>228</sup> bring to it."

Well, I think every New Year since, I have tried—tried to plan something worth while to do in the New Year<sup>240</sup> that lies ahead, a clean sheet to write on what we intend to do. The Dickens' spirit seems to come into all our hearts at<sup>276</sup> this time, and especially at night—when we are really alone—we are all filled with that big, natural longing to do something worth while.<sup>300</sup>

Some may be about to be married, and wondering and hoping and dreaming of their future. Others will be planning careers for their children, and<sup>328</sup> wondering what they must give up to pay for them. But all of us are feeling that once more we have a new chance to<sup>350</sup> change our lives for something better than they have been—make some a little happier, and be more unselfish, brighter and cheerier, perhaps, than we<sup>378</sup> have been before.

They say no thought of good is wasted. Well, if we could look in the hearts of men on New Year's Eve,<sup>400</sup> I feel sure so many good thoughts are being born that next year shall surely bring us—even if only a little—nearer to a<sup>428</sup> "better day."<sup>(427)</sup>—*From the Glasgow Weekly Herald.*

\* \* \*

No man lives without jostling and being jostled. In all ways he has to elbow himself through the world, giving and receiving offense.—*Carlyle.*

### *We Do Have Some Bananas*

Import figures refute the refrain of a popular song by showing we do have some bananas. This fruit which, in name at least, now is<sup>28</sup> on every tongue, is one of our most valuable fruit immigrants.

Known only to a handful of people on the Atlantic seaboard a generation and<sup>60</sup> a half ago, and considered by them a tropical curiosity, the banana now hangs in great yellow bunches even in the remotest hamlets and in<sup>78</sup> cross-roads stores.

The figures for banana imports are staggering. Between forty and fifty million bunches were brought in last year. Allowing only three cubic<sup>100</sup> feet to the piled bunch, this is more than enough of the yellow fruit to fill heaping full a gigantic box as deep as the<sup>128</sup> Washington Monument and four hundred and

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sixty feet square. Such a box would cover more than an ordinary city block. If this huge pile were<sup>160</sup> evenly divided, every person in the United States, old and young, would have several dozen bananas for his share. Each day on an average nearly<sup>176</sup> fifteen million bananas are consumed in the United States.

The banana is supposed to have originated in India near the base of the Himalaya Mountains;<sup>200</sup> but a legend among eastern Christians asserts that it had a prominent place in the Garden of Eden, and that it was a banana, not<sup>228</sup> an apple, that Eve ate in her search for knowledge. Botanists were perhaps unconsciously influenced by this legend, for they named two important species of<sup>250</sup> the fruit *Musca paradisiaca* and *Musca sapientium*—Fruit of Paradise and Fruit of Knowledge.

No one knows how this popular American fruit came to the<sup>278</sup> New World, but it seems not to have been here when Columbus arrived. One explanation is that it was taken from Spain to Santo Domingo<sup>300</sup> early in the sixteenth century and from there spread rapidly to the other West Indian Islands and to the mainland. American capital and initiative placed<sup>328</sup> its development on a plantation basis in Central America, and now it is grown as a commercial crop to a greater extent there than anywhere<sup>350</sup> else in the world. Jamaica is the greatest island producer, while Nicaragua and Costa Rica are the chief mainland sources of supply.

A large fleet<sup>378</sup> of steamers—refrigerated in summer and warmed in winter—plies constantly between Central American ports and the seaboard cities of the United States; and from<sup>400</sup> these cities hundreds of cars roll daily in the effort to keep our appetite for bananas satisfied.

The development of the huge banana industry has<sup>428</sup> had an epoch-making influence in the life of the Central American states. The turning of their jungle wastes into productive

plantations has brought prosperity,<sup>460</sup> railroad construction, harbor improvements, and sanitary betterment. The "yellow and cold" gold which the Spaniards took away in early days impoverished Central America; but the<sup>478</sup> great stream of golden bananas is bringing back the precious metal and is building up the country in proportion as it flows forth. (498)

## A Real Estate Case

(Continued from the November issue)

A I offered him a check and told him that this man was ready to make a contract at \$125<sup>276</sup> a foot and ten thousand dollars cash. Mr. Sheeder said he thought it over since and he did not know whether he could make a<sup>1000</sup> contract until he had talked with the man who had a mortgage on the vacant property.

Q Well did you talk to him again?

A<sup>1028</sup> That evening.

Q What time? A That evening at twelve o'clock.

Q What did he say?

A I asked him what he found out from<sup>1080</sup> the mortgage man, and he said the mortgage man refused to take anything but all cash and that he wanted all cash too. I spoke<sup>1078</sup> to my buyer, and he said he would pay the cash.

Q How much cash?

A Between seventeen thousand dollars and eighteen thousand dollars. Mr.<sup>1100</sup> Sheeder did not know what was against it because he was paying off three hundred dollars a month.

Q What did Sheeder say when you<sup>1128</sup> told him that?

A He said "All right." I suggested that we make the contract the next day. He said he could not get away<sup>1180</sup> from the store on Sunday, so we made an appointment for ten o'clock Monday morning. I called at his store at ten o'clock Monday morning.<sup>1178</sup> I went in the store and he said something about his wife reconsidering. I had the check with me and offered him the check Monday<sup>1200</sup> morning

again and he refused to take it and refused to go downtown.

Q What did he say?

A He said his wife had reconsidered.<sup>1225</sup>

Q And he didn't want to sell it?

A And he didn't want to sell it.

Q Now did he ever go along with you<sup>1260</sup> and look the property over with you?

A Yes, sir. He went twice. The first time when I was there he showed me the property,<sup>1275</sup> and then when I brought him the check Saturday for one thousand dollars he went out to see the property the second time.

Q Did<sup>1280</sup> he go any place with you on that occasion?

A Just at that time?

Q At any time. Did he take a ride with you?<sup>1275</sup>

A Yes, sir. When I first met him I was talking—(1386)

(To be continued next month)

### Short Stories in Shorthand

#### NO TROUBLE AT ALL

Boss: "Did you mail those two letters last night?"

New Stenographer: "Yes, but you placed the two cent stamp on the foreign letter and the<sup>25</sup> five cent stamp on the city letter."

Boss: "Well, why didn't you tell me before mailing them?"

New Stenographer: "Oh, don't worry, I fixed them<sup>60</sup> all right."

Boss: "How did you do it?"

New Stenographer: "Why, I changed the addresses, of course."

Boss: "Good-night nurse!" (71)

100%

Teacher: "Alice, when rain falls, does it ever rise again?"

Alice: "Yes, ma'am."

Teacher: "When?"

Alice: "Oh, in dew time."—(20)



#### SENSIBLE

Prospective Tenant: "But why do they make the apartments so small?"

Real Estate Agent: "That, madam, is so the tenants will have no room for complaints." (26)

#### COSMETICS

Mr. Ganz: "Women are better looking than men."

Miss Smith: "Naturally."

Mr. Ganz: "No, artificially." (15)

#### SLIPPED AGAIN

Customer: "I want to see some cheap skates."

Saleslady: "Just a minute and I'll call the boss." (17)

#### SELF-SERVICE

Little Girl (on visit to country): "Why is the chicken making such a noise?"

Aunt: "She wants her breakfast."

Little Girl: "If she is hungry,<sup>25</sup> why doesn't she lay herself an egg?" (32)

#### GOOD SCHEME

"Did you ever worry, old man?"

"Never."

"How do you work it?"

"In the daytime, I'm too busy, and at night, I'm too sleepy." (24)

#### SAME HERE

The chairman of the gas company was making a popular address. "Think of the good the gas company has done," he cried. "If I were<sup>25</sup> permitted a pun, I would say in the words of the immortal poet, 'Honor the Light Brigade.'"

Voice of a consumer from the audience: "Oh,<sup>60</sup> what a charge they made!" (55)